

# English

Grade 6

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**Curriculum Development Centre**  
**Sanothimi, Bhaktapur**

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## Preface

The amendment in the curriculum and textbook is a regular process. The curriculum and the textbook of English have been amended several times to incorporate the latest developments in the field of English Language Teaching. Catching up with the same trend, this textbook has been developed being based on the Basic Level Education (Grade 6-8) Curriculum, 2077 that is developed as per the guidelines of National Curriculum Framework 2076.

This textbook, initially written by Prof. Dr. Arun Gupto, Mr. Khagendra Prasad Nepal, Mr. Sedunath Dhakal and Mr. Shankar Paudel, has been revised by a team of experts - Dr. Gopal Prasad Pandey, Mr. Shankar Adhikari, Mr. Nabin Kumar Khadka, Mr. Nim Prakash Singh Rathaur, Mr. Parshu Ram Tiwari, Mr. Raju Shrestha, Mr. Pashupati Pandey and Mr. Ananda Dhungana. The textbook was piloted for the whole year in 2077 BS and the revision has been made on the basis of feedback and comments received from school teachers. Comments from other stakeholders have also been included in the textbook. Several people notably – Mr. Ana Prasad Neupane, Mr. Keshab Prasad Dahal, Prof. Dr. Bal Mukunda Bhandari, Dr. Ganga Ram Gautam, Ms. Rani Jha, Mr. Purna Bahadur Lamichhane, Mr. Mahendra Kumar Shrestha, Mr. Tuka Raj Adhikari and Mr. Madhav Prasad Ghimire have contributed a lot in bringing out the book in this form. The illustrations are done by Mr. Dev Koimee and the layout design by Mr. Khados Sunuwar and Mr. Santosh Kumar Dahal. The Curriculum Development Centre extends sincere gratitude to all of them. The Centre would also like to acknowledge all the sources where the texts and tasks are retrieved from and adapted.

Considerable efforts have been made to make the book activity-oriented, useful and interesting for all the learners, however, teachers can adapt the tasks as per the need and context of their students. This textbook can be used as the primary resource for classroom teaching but teachers are encouraged to make use of their own resources to supplement the language learning of students. If used in the right way and as intended, this learning tool should help students achieve the competencies and the learning outcomes outlined in the curriculum.

Curriculum Development Centre always welcomes constructive feedback for the betterment of its publications.

2021 AD

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Sanothimi, Bhaktapur

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## Getting started

A. Look at the pictures and say who they are and what they do.



B. Listen and sing.

The writer writes and the poet sings

The painter paints some beautiful things.

The doctor heals and the lawyer appeals

The pilot flies planes over the hills.



Teachers teach well, the drivers drive  
The actor makes some characters alive.  
The player plays and the dancers dance  
The merchant sells goods with good chance.



All are busy throughout the days  
Or they wander through pleasant ways.  
Whatever they do, whatever befall  
The farmer must have fed them all.

### C. Who do you like most? Introduce him/her to your class.



### Reading I

- What does a poet do?
- Can you name some Nepali poets?
- Who is the man in the picture?

## T.S. Eliot

T.S. Eliot is a great American-born English poet, **playwright** and literary **critic**. His full name was Thomas Stearns Eliot. He was born on September 26, 1888 in Missouri to Henry Ware Eliot and Charlotte Champe Stearns.

Eliot took his higher education at Smith Academy, the boys' college **preparatory** division of Washington University from 1898 to 1905. He studied Latin, ancient Greek, French and German. He began to write



poetry when he was fourteen. His first published poem was “A Fable for Feasters”. It was written as a school exercise and was published in the Smith Academy Record in February 1905. He studied **philosophy** at Harvard College from 1906 to 1909. He completed B.A. in 1909 and M.A. the following year. He had also worked as a philosophy assistant at Harvard from 1909 to 1910. By 1916, he completed his PhD from Harvard.

He suffered from **hernia** in his childhood. His parents hired an Irish nurse to look after him. His nurse was a catholic; this could have been a reason for his attachment and **inclination** towards Catholicism from his childhood. His writings are also deeply influenced by the Biblical stories, myths, and its teachings from the very time he adopted Catholicism.

Eliot was one of the most influential poets of the 20<sup>th</sup> century. His writings brought a new wave in writing poetry. His first publication, *The Love Song of J. Alfred Prufrock*, is regarded as a **masterpiece** of the modernist movement. His other best-known poems in English language are: *Gerontion* (1920), *The Waste Land* (1922), *The Hollow Men* (1925), *Ash Wednesday* (1930), *Old Possum’s Book of Practical Cats* (1939), and *Four Quartets* (1945). He is also remembered as a great source of enlightenment in the light of religion for his seven plays, particularly *Murder in the Cathedral* (1935), *The Cocktail Party* (1949), and *The Rock-a pageant play* (1934). He became successful to give new height to the English poetry and other forms of writing. Eliot was awarded both the Order of Merit and the Nobel Prize for Literature in 1948.

Leaving a strong **landmark** in English poetry and **stirring** influence on modern English literature, T.S. Eliot passed away on January 4, 1965 in London.

**A. Find the words in the text which mean the following.**

- a. a person who writes drama or plays
- b. an outstanding piece of work
- c. followed
- d. an event marking a unique or important historical change
- e. died

**B. Read the text again and complete the table about Eliot's life with correct information.**

Year	Incident
1888 AD	
1905 AD	
1909 AD	
1916 AD	
1948 AD	
1965 AD	

**C. Answer the following questions.**

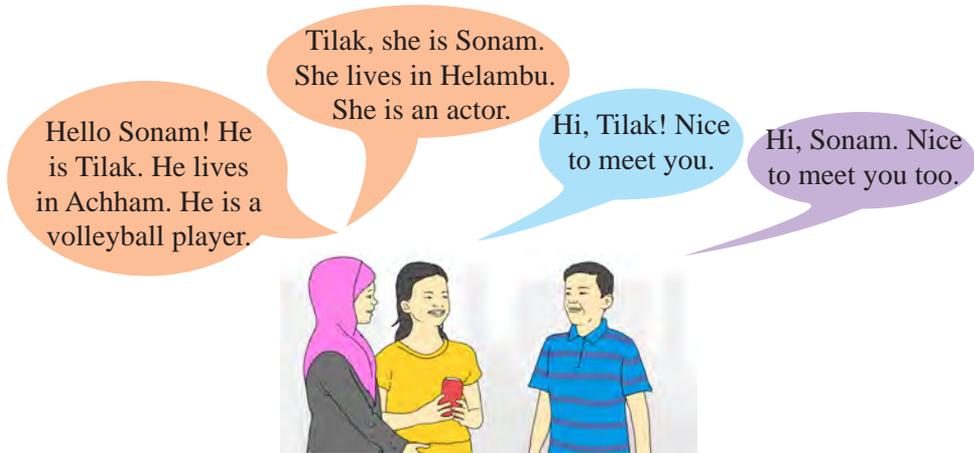
- a. Where was T.S. Eliot born?
- b. Where did he take his higher education?
- c. What problem did he face in his childhood?
- d. What made him inclined towards Catholicism?
- e. What was Eliot's first publication?
- f. List out the awards he got.

**D. Read the text again and make a list of Eliot's literary works.**



## Speaking

### A. Act out the following conversation.



### B. Make a group of three and introduce each other. Use the expressions like the following.

- Ritesh, please meet Sarita.
- Ritesh, have you met Sarita before?
- I'd like you to meet Nitesh.
- I'd like to introduce you to Lakpa.
- Sabir, this is Karina. Karina, this is Sabir.
- Nice to meet you.
- Pleased to meet you.
- How do you do?
- Happy to meet you.



## Listening

### A. Look at the picture and answer these questions.

- What are the children doing in the picture?



- b. Do you do the same? When?
- c. How do you introduce yourself to others?

**B. Listen to the recording and tick the best answer.**

- a. Ranjan lives near the .....
  - i. post office
  - ii. bus station
  - iii. school
- b. Both Ranjan and Manju read in grade.....
  - i. five
  - ii. six
  - iii. seven
- c. Manju's father teaches in a ..... near their home.
  - i. campus
  - ii. university
  - iii. school

**C. Listen to the recording again and write True or False.**

- a. Manju and Ranjan were already good friends.
- b. They introduced each other.
- c. Ranjan's father is a businessman.
- d. Both Manju and Ranjan were happy at the end.

**D. Now, write about either Manju or Ranjan. Write as much information as you remember.**



## Grammar

**A. Complete these sentences from the text T.S. Eliot.**

- a. T.S. Eliot ..... a great American-born English poet.
- b. His other best known poems in English language .....  
*Gerontion, The West Land* and others.

**B. Look at the pictures and read.**



She **is** a singer.



They **are** children.



She **is** a student.



Mr. Sharma **is** a driver.

**C. Complete the sentences with is, am or are.**

- a. Shikha and Tanuja ..... good friends.
- b. Sandeep ..... a player. He plays cricket.
- c. I ..... the only child of my parents.
- d. Ms. Singh ..... a teacher. She teaches English.
- e. Ms. Chaudhary works in an office. She ..... an officer.
- f. The cows ..... grazing in the field.
- g. I ..... doing my homework.
- h. These notebooks ..... mine.
- i. This girl acts in movies. She ..... a good actress.
- j. Kaji ..... a farmer. He grows crops.



## Reading II

- Is the text a letter?
- When do you congratulate people?

### **Congratulations!!!**

We would like to congratulate Ms. Shijan Tharu of Grade Six of our school for winning the Gandaki Province Level Essay Writing **Competition** on the title, My Parents: My Role Model. She has **received** a cash prize of NRs. 20,000 with a gold medal. She is a role model for all of us.

Congratulations Shijan for your great **achievement!**

**Head Teacher**

**&**

**Saraswoti Secondary School Family**

**A. Write the words from the text that have the following meanings. The first letter has been given.**

- an expression of pleasure at the success or good fortune of a person C ...
- an occasion on which a winner is selected from among two or more contestants C ...
- taken something that has been offered R ...
- something that is obtained successfully A ...

**B. Ask questions to your friend. S/he must answer in short.**

- Who is the winner of the Essay Writing Competition?
- In which class does Shijan study?
- What is the cash prize for the winner?

**C. Collect any two messages of congratulations from a newspaper/ magazine and present them to your class.**



## Writing

### A. Write a short biography of Bal Krishna Sama using the given clues.

- Name : Bal Krishna Sama
- Real Name : Bal Krishna Shamsher Janga Bahadur Rana
- Date of Birth : Magh 24, 1959 BS (February 08, 1903)
- Birthplace : Gyaneshwor, Kathmandu
- Parents : Samar Shamsher Janga Bahadur Rana / Kirti Rajya Lakshmi Rana
- Early Life : Studied in Durbar High School, Rani Pokhari and I. Sc. from Tri-Chandra College, Ghantaghar
- Contribution : Wrote many stories, poems, essays, compositions and biographies  
: Known as one of Nepal's greatest dramatists
- Literary works : Mutuko Byatha, Mukunda Indira, Pralhad, Andhabeg, Bhakta Bhanubhakta, Prempinda, Amar Singh, Swasni Manchhe, etc.
- Death : Saun 06, 2038 BS (June 20, 1981)

### B. Read the message in Reading II again and write a similar message of congratulations. Use the following clues.

- name of your friend
- his/her achievements
- prize won
- congratulations
- name of your school



## Project work

Collect necessary information from your parents and fill in the school registration form.

<b>SHREE LAXMI SECONDARY SCHOOL</b>		PHOTO
P.O. Box: 4546, Kathmandu, Nepal		
E-mail: laxmiss@gmail.com		
<b>STUDENT REGISTRATION FORM</b>		
Grade : .....		
This form should be filled in <b>BLACK</b> .		
Please use <b>BLOCK Letters</b> .		
Student's Information (to be filled in by the student)		
Name:	<input type="text"/>	
Date of Birth:	<input type="text"/> <input type="text"/> <input type="text"/>	Sex: (Circle)    M    F    O
Father's Name:	<input type="text"/>	
Occupation:	<input type="text"/>	Tel: <input type="text"/>
Mother's Name:	<input type="text"/>	
Occupation:	<input type="text"/>	Tel: <input type="text"/>
Guardian's Name:	<input type="text"/>	
Occupation:	<input type="text"/>	Tel: <input type="text"/>
Current Address:	<input type="text"/>	
Permanent Address (if different):	<input type="text"/>	



## Extra bit: Capitalisation

- We capitalise the names of people and places, including streets, planets, continents and countries. For example; The **E**arth is the third planet from the **S**un. I met **R**amhari on the way to school.
- We capitalise days of the week, months and festivals, but not seasons. For example; His birthday party is on **S**unday.
- We capitalise titles and names of institutions. For example; I am reading **W**ar and **P**eace this week.
- We capitalise the first letter of a sentence. For example; **S**he has given me a book.



## Getting started

- A. Look at the following pictures and say what is right and what is wrong.



- B. Listen and sing.

Would it be alright if I took your pen?  
 May I write and recite a poem then?  
 Of course, you can but rather do it soon.  
 I am so restless to wait till noon.

Can I take a photo with you somehow?  
 Is it alright if I click it now?  
 Oh, I am afraid, I can't say 'yes' now.  
 Sorry, but I'd rather you not allow.



- C. Now, talk about an incident in which you were refused to do something.



## Reading I

- Where is the man?
- What is he holding in his hand?
- What is his name?

### Three Simple Rules

Once, there was a rich man in a village. His name was Chulong. Despite being rich he still wanted more riches, more money.

One day, he was walking in his garden. He saw a **strange** bird in a bush. It was very small. But it had very beautiful and colourful feathers.



Its voice was also very sweet. Chulong had never seen such a bird in his life. He slowly went near the bush **unseen**. He caught the bird. The bird spoke: “Why have you caught me?”

“I want to make money. I can sell you for a big amount,” replied Chulong.

“But you are already rich. Why do you want more?” asked the bird.

“Because I want to become richer and richer,” replied Chulong.

“But do not dream of making money through me!” said the bird.

It further added, “You can not sell me. Nobody will buy me because in **imprisonment**, I will lose my beauty and my sweet voice.”

The bird slowly turned into a black bird. The beautiful feathers now looked like the feathers of a crow. Chulong's hopes of making money were **shattered**.

He said angrily, “I will kill you, and I will eat your meat.”

“Eat me! I am so small. You will not get enough meat to kill your hunger,” replied the bird.

Chulong could not answer.

The bird then suggested, “Well set me free. In return, I shall teach you three simple but useful rules.”

“What is the use of the rules? I want only money,” said Chulong. He was



**irritated**. “But these rules can profit you greatly,” added the bird. “Profit me! Really? Then I shall set you free. But how can I trust you? You may fly away,” said Chulong.

“I give you my word. And I always keep my word,” said the bird.

Chulong wanted to take a chance. He **released** the bird. It flew up at once. Then it sat on the branch of a tree. Its colour started changing. It became beautiful again.

Chulong asked, “Now teach me the rules.” “Certainly,” said the bird.

Then it added, “The first rule is: Never believe everything others say. The second rule is: Never be sad about something you do not have. The third rule is: Never throw away what you have in your hand.”

“You **silly** bird,” shouted Chulong, “These three rules are known to everyone. You have cheated me.”

But the bird said, “Chulong, just sit down for a while. Think about all your actions of today. You had me in your hands, but you released me. You believed all that I said. And you are sad about not having me. The rules are simple. But you never followed them. Now do you see the value of the rules?” Then the bird flew away and **disappeared** from his sight.

*(Adapted from the fables of Thailand)*

**A. Notice the use of following words in the story and make sensible sentences of your own.**

riches	feathers	amount	dream	believe	follow
--------	----------	--------	-------	---------	--------

**B. Read the text again and write True or False.**

- Chulong was satisfied with his riches.
- He bought a bird to keep at home.
- His greed set the bird free.
- The bird cheated Chulong.
- The bird changed its colour twice.

**C. Answer the following questions.**

- What was the main aim of Chulong?
- Why could Chulong not make money from the bird?
- What were the three simple rules the bird told Chulong?
- What type of person is Chulong?
- What lesson did you learn from the story?

**D. Imagine that you were Chulong. What would you do when the colourful bird turned into a black crow? Write in a few lines.**



## Speaking

- A. The pictures show the library rules and the classroom rules of a school.



### Classroom rules



- B. Work in pairs. Read the library rules and classroom rules and talk to each other. Try asking for permission and give or refuse permission. Use the expressions.

Asking for permission	May I .....? Can I .....? Is it okay if I .....?
Giving permission	Yes, you may. Of course. Yes, you can.
Refusing permission	I'm sorry. You can't. I'm afraid. You can't. I'm sorry.

**C. What ideas did you get from the above rules? Discuss your ideas in pairs and write the rules that you must follow in your school library. You are free to set your own rules. Write them on a cardboard paper. Present it to the class.**



## Listening

**A. Look at the picture and answer the questions.**

- Who do you think is the person speaking?
- Who is the person talking to?
- Have you ever heard any announcement in your school?
- What types of announcements are made in the assembly?



**B. Listen to the recording and fill in the blanks.**

- The name of school is ..... Secondary School.
- The school starts at ..... am.

- c. The students are not allowed to eat ..... at school.
- d. The students should wash their ..... frequently.

**C. Listen to the recording again and write True or False.**

- a. The students are allowed to wear bangles.
- b. School uniform is compulsory only for students.
- c. Different types of dustbins must be used for different wastes.
- d. The students are allowed to visit the library in snacks time.

**D. Work in pairs. Tell each other the school rules announced by the head teacher.**

**G Grammar**

**A. Read the following pairs of sentences.**

- |                               |                                    |
|-------------------------------|------------------------------------|
| She <b>is</b> an honest girl. | <b>Is</b> she an honest girl?      |
| They <b>are</b> playing now.  | <b>Are</b> they playing now?       |
| She <b>dances</b> well.       | <b>Does</b> she <b>dance</b> well? |
- The second sentence in each pair is a **Yes/No** question.

**B. Match the statements in column A with their questions in column B.**

- | Column A                  | Column B                     |
|---------------------------|------------------------------|
| a. He loves this town.    | i. Do they like soccer?      |
| b. They like soccer.      | ii. Can she drive a lorry?   |
| c. She can drive a lorry. | iii. Does he love this town? |
| d. They are nice.         | iv. Does she wake up early?  |
| e. She wakes up early.    | v. Are they nice?            |

**C. Now, change the following statements into Yes/No questions.**

- a. Sarita is a helpful girl.
- b. You are coming to school.
- c. They are happy.
- d. The students are looking smart in their school uniforms.
- e. I may come inside.
- f. It is all right.
- g. He eats an apple everyday.
- h. She gave me a book yesterday.
- i. They have a car.



## Writing

- A. **Work in groups. Discuss and write your own set of rules for your class; and paste on the classroom wall/bulletin board.**
- B. **Write a letter to your friend telling about the rules that you have in your school.**



## Reading II

- a. What do you see in the picture?
- b. Where is it?
- c. Have you ever travelled in a boat?

## Where Go the Boats

Dark brown is the river,  
Golden is the sand.  
It **flows** along for ever,  
With trees on either hand.



Green leaves a-floating,  
Castles of the foam,  
Boats of mine a-boating—  
Where will all come home?

On goes the river  
And out past the mill,  
Away down the valley,  
Away down the hill.

Away down the river,  
A hundred miles or more,  
Other little children  
Shall bring my boats ashore.

*-Robert Louis Stevenson*

**A. Find the rhyming words from the poem for these words.**

band	drill	fever	dome	bore
------	-------	-------	------	------

**B. Find the words from the poem which have the following meanings.**

- a large old-fashioned building
- a lightweight form of rubber or plastic or wood used for travelling on water
- a low area of land between hills or mountains

**C. Answer the following questions.**

- What is the colour of the river and the sand?

- b. Where are the trees?
- c. Where is the boat floating?
- d. Who shall bring the boat to shore?



### Project work

Visit the library in your school or take help of your English teacher and note down the details about Nelson Mandela. Include important dates (birth and death), place of birth, works etc.



### Extra bit: Full stop

The full stop (also known as a period) is the simplest of the punctuation marks to use. You use it like a knife to cut the sentences to the required lengths.

Use full stop to mark the end of a statement.

Examples: Rome is the capital of Italy.

I was born in Sarlahi and now live in Kathmandu.

Use full stop to indicate an abbreviation.

Examples: I will arrive between 6 a.m. and 7 a.m.

Dr. Karki is a physician.

Use full stop in numbers to separate the whole number from the decimal.

Examples: \$ 10.43 (ten dollars and 43 cents)

14.17 (fourteen point one seven)

After a single word which can form a sentence.

Examples: Goodbye.

Stop.



## Getting started

A. Look at the pictures and discuss what these people are doing.



B. Listen and sing.

Will you give me the colour, please?

I want to paint all hills and seas.

I want to travel in the world too.

Can I take your lovely shoe?

Could you now give me a cup of tea?

I want to be all fresh and free.

How shall it look my world to be?

Could you please explain it to me?



### C. Work in pairs. Make two requests and respond to them.



## Reading I

- Who are these people?
- What is the name of the animal in second picture?
- What does the man do?

## Beauty and the Beast

Once upon a time, there lived a **merchant** with his three daughters at the edge of a dense forest. One day, as he was about to leave home for a work in the town, he asked all three daughters if they wanted any **presents** on his return.



The eldest daughter was excited and said, “Oh, yes! Will you bring me dresses made of silk?” “Very well, those are expensive, I’ll try,” replied the merchant. The second daughter also had a similar demand. She said, “Oh father, could you please bring me pearl earrings?” The merchant then asked his youngest daughter, Beauty who was the most beautiful and thoughtful of them all. She said, “You may just bring me some roses, father.” The merchant was pleased by the simple demand of Beauty. Promising to try his best to bring them all what they had asked for, he left for the town.

On his way back to the village through the dark and dense forest, he lost

his way. He suddenly reached the gates of an old and ruined castle. As he passed through the gate inside, he saw a huge bush full of white roses. He happily decided to pluck a few for his Beauty.



Just when he was about to pluck the first **rose**, he heard a roar behind him, “How dare you walk inside my castle without my permission?” The merchant was very scared when he saw a dangerous beast with the head of a lion, the body of a bear and the legs of a wild dog standing in front of him.

“I...I am...s-sorry...I saw these...roses and wanted to take for my Beauty,” he said terrified.

“You thief! I won’t let you get away with this!” snarled the **beast**.

“Sorry. P-please let me go back to my daughters. I d-don’t want the flowers,” the merchant replied shivering with fear.

The beast spoke after a while, “Go home. But send your daughter who wanted the roses. “Don’t lie! If you don’t send your daughter by tomorrow evening, I will come to take you all,” he shouted.

Reaching home that night, he told what had happened in the forest to his daughters. Although Beauty’s sisters told the merchant to send Beauty to the beast so that they would be safe, the loving father did not agree. However, Beauty decided to go to the beast to save her family. The following night, she left home without telling anyone.

As Beauty reached the castle of the beast, it warmly welcomed her and took her inside. She was given a proper room to live and well cooked food to eat. The beast treated her well as a friend.

After living there for a few months, Beauty and the beast became best friends and lived together. Beauty missed her father and sisters as well. So one night, she asked the beast to give her a day to go to meet her father and sisters. The beast agreed to let her go back for only a day.

After she returned home, all became happy to see her back. So they lived happily for weeks. Slowly, Beauty forgot that the beast was waiting for her in the castle.

One night, she had a dream that the beast was very sick and he was calling her name. Worried that the beast was really sick and guilty and she had broken his trust, she ran back to the castle the next day. Reaching the castle, she found out that the beast was really ill. “Oh I am so sorry I left you alone,” she said to him, with tears in her eyes. “I am so happy to see you after all these days, Beauty. I feared you would never come back,” said the beast. After that, Beauty started crying and her tears fell upon the beast’s face.

Magically the beast turned into a handsome young man. “Who you are!” Beauty was surprised. “It’s me. The beast!” the young man said. He spoke again, “I was a prince. I used to kill the wild animals a lot. So, the god had given me a **punishment** and turned me into a beast. When I pleaded the God to turn me back to a human, the God said that only a true friend’s teardrops would help. Now, you helped me turn into a human.”

Beauty was overjoyed to hear this.

Later they invited Beauty’s father and sisters to live with them in the castle. They all came to live happily together forever.

**A. Match the words in column A with their meanings in column B.**

**Column A**

- a. dense
- b. castle
- c. scare
- d. roar
- e. punishment

**Column B**

- i. bad treatment
- ii. thick
- iii. make a loud noise, as of an animal
- iv. to make a person/animal feel frightened
- v. a large building where the king or other great person resides

**B. Read the text again and write True or False.**

- a. The youngest daughter's name was Beauty.
- b. The second daughter asked her father to bring her a dresse made of silk.
- c. The merchant reached the castle of beast in the forest.
- d. The beast turned into a beautiful young lady.
- e. Beauty and the young prince lived happily with their family.

**C. Put the following sentences in correct order.**

- a. The merchant reached to a dangerous beast in the castle.
- b. The beast turned into a handsome young prince.
- c. Beauty went to the beast to save her other family members.
- d. Beauty and the prince lived happily thereafter.
- e. The merchant was about to go to a town.
- f. Three daughters demanded to bring different things.
- g. The merchant reached home with a sad story.

**D. Answer the following questions.**

- What did the eldest daughter ask her father to bring?
- What did Beauty ask her father to bring?
- Why was the beast angry at the merchant?
- On what condition did the beast let the merchant go home?
- Why did the sisters want to send Beauty to the beast?
- What did Beauty see in her dream?
- Why was the prince punished to be the beast?

**E. Try retelling the story in your own words.**



**Speaking**

**A. What did the merchant's daughter say when he asked if they wanted anything from the town? Write the sentences they say from the story 'Beauty and the Beast'.**

**B. Act out the given conversation in pairs.**

Mahesh : Good morning,  
Anu!

Anu : Good morning,  
Mahesh. What  
are you doing  
here?

Mahesh : I am reading.

Anu : Will you pass me that book, please?

Mahesh : Sure, here you are.



**C. Work in pairs and talk to each other in the following situations. Use the structures from the box.**

- Give me your pen/Sure, here you are.

- b. Pass me my notebook/Sorry, I am writing on it.
- c. Lend me a pencil/Of course, take this.
- d. Help me carry this bag/I'm afraid. I am feeling weak.

Will you ....., please?

Please, .....

Can you ..... ?

Could you ..... ?



## Listening

### A. Look at the picture and guess the answers to the questions.

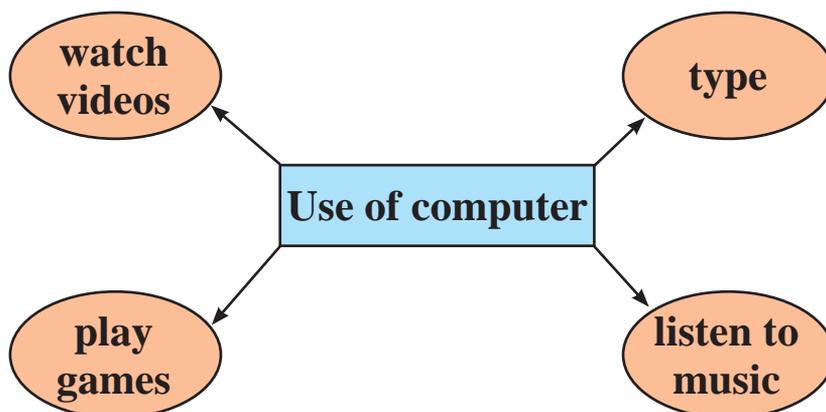
- a. What do you think they are talking about?
- b. Have you ever worked on the computer?
- c. Tell any three functions a computer can do.



### B. Listen to the recording and fill in the blanks.

- a. The participants of the conversation are Dipak and .....
- b. Dipak's plan is to start ..... class.
- c. Dipak wants to learn using .....
- d. Dipak's uncle lives in .....
- e. Dipak thinks that he doesn't want to ..... his time on social site.

- C. Talk to your friends how a computer is helpful for students. Take help from the clues.



## Reading II

- What is the text?
- Do you write a letter to your head teacher? Why?

April 5, 2020

The Principal,  
Shree Padmodaya Secondary School  
Kathmandu

### **Subject: Application for sick leave**

Dear Madam,

With due respect, I would like to **inform** you that I will not able to come to school tomorrow as I am **suffering** from fever. The doctor has **suggested** me to take medicine and take a rest for some days. I'm visiting the doctor tomorrow. Therefore, I request you to **grant** me a leave for a day. I shall be very grateful to you.

Your obedient student,  
Mukesh Sharma  
Grade: 6

**A. Find the words from the application which mean the following. The first letter has been given.**

- a. a written request for asking something A...
- b. feeling of deep admiration R...
- c. advised S ...
- d. to give or to allow G ...
- e. dutiful and disciplined O ...

**B. Fill in the blanks using the words and phrases given in the box.**

fever	April 5, 2020	principal
six	a day	take medicine and rest

Mukesh is a student of Padmodaya Secondary School. He is studying in Grade ..... This is a letter of application for sick leave written by Mukesh to his ..... It is written on ..... Mukesh is suffering from ..... The doctor has advised him to ..... Mukesh requests his Principal to grant him a leave for .....

**G Grammar**

**A. Underline and study all the sentences in the previous letter with will or would.**

**B. Study these sentences.**

I **will** be there tomorrow.

I **would** meet my aunt if I went to my village.

**Could** you bring me a notebook?

**Can** I use your pencil?

**C. Complete the sentences with will, would, can and could.**

- a. Don't worry. I ..... do it myself.
- b. I am sure it ..... happen.
- c. I hope they ..... come to meet me tomorrow.
- d. If I were you, I ..... tell about it to the teacher.
- e. I ..... go to hospital if I were sick.
- f. .... you please bring me a chart paper?
- g. .... you take a message, please?
- h. You ..... go home now.
- i. .... I ask you a question?
- j. It ..... be very cold this winter.



**Writing**

**A. Suppose you are suffering from diarrhoea. Write an application to your Head Teacher requesting him/her to grant you a two-day sick leave.**

**B. Complete the following conversation with appropriate expressions from the box.**

I am fine.	Can you bring it back tomorrow?
I did well.	How are you?                      Let's go to the class.

- Ronish : Hi, Ramila. ....
- Ramila : ..... Thank you.
- Ronish : How was your exam yesterday?
- Ramila : ..... What about yours?
- Ronish : I also did well. Will you please give me your notebook today?
- Ramila : Of course. But, I need to read it tomorrow. ....

Ronish : Sure. Don't worry.

Ramila : Thank you Ronish. It's time for our class. ....

Ronish : Yes, let's go.



## Project work

**Do you request your parents to bring you presents when they go outside your village or town? Ask your friends about what they demand with their parents. Write individually and collect all. Then, make a final list of the common items in a chart paper and present it to the class with the title "A List of our Demands".**



## Extra bit: will, would, can, could

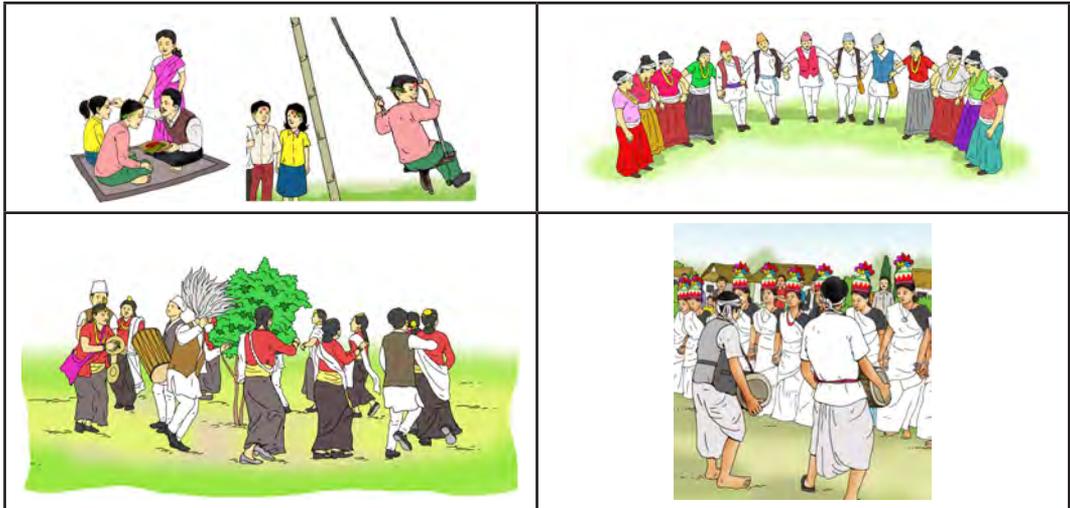
- a. A: Could I borrow your ruler, please?  
B: Certainly! Here you are.
- b. A: Can I help you?  
B: No, thanks. I'm just waiting for my friend.
- c. A: Would you like another coffee?  
B: No, thanks.
- d. A: Will you pass me the salt, please?  
B: Okay.
- e. John will be in his office.
- f. We'll be late.
- g. I thought we would be late.
- h. Would you please be quiet?
- i. They could come by car.
- j. It can be very cold here in winter.
- k. You can easily get lost in this town.
- l. Nishu is tall. She can reach the ceiling.

# Unit 4



## Getting started

- A. Look at the pictures and say what festivals these people are celebrating. Talk to your friends what people do during these festivals.



- B. Listen and sing.

Smile on face and laugh on lips  
Wish you the joy and cheer it gives  
May your birthday brings all these  
Have a good life and tensions cease.

You really did hard work, all day and night  
Good luck for exams, you surely make bright  
It might be hard and tough might be this  
But surely you can do, how tough it is.



**C. Now, make a wish in each of the following situations.**

- a. Your friend has birthday today, wish him/her.
- b. A festival is coming, wish your teacher.



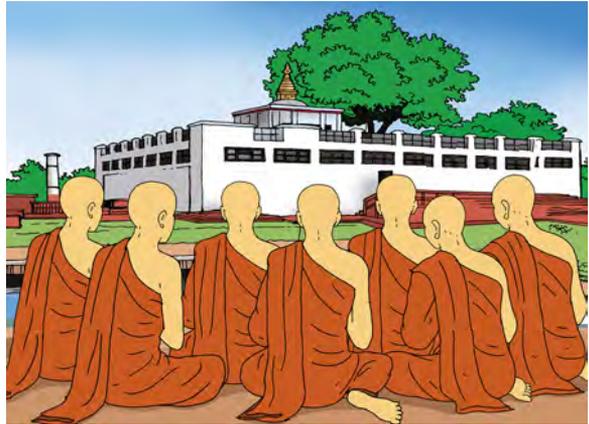
## Reading

- a. What are the people doing in the pictures?
- b. What festivals do you celebrate?
- c. What festival do you like most? Why?

# Festivals of Nepal

## Buddha Jayanti

Buddha Jayanti is a festival celebrated on the day of *Baisakh Purnima*. It is the day when Siddhartha Gautam was born, **enlightened**, and died. It is also called Buddha Purnima. Buddha was born in 623 BC in Lumbini, Nepal. The festival is celebrated all over Nepal and abroad too to **commemorate** his birthday.



People go to the **monasteries** and stupas to pray to Lord Buddha for peace and prosperity. Special chanting and prayers are performed there on the day. The **monuments** are decorated with beautiful flowers and colours. People go to Lumbini and other places like Swoyambhu, Bouddha, and other stupas and monasteries where they **meditate** and chant prayers to Lord Buddha.

## Eid

This is the biggest festivals of Muslim community. It is **celebrated** worldwide on the last day of Ramadan. Ramadan is a month long fasting. It generally falls in the month of *Saun*, but the date of the festival is confirmed every year according to the Islamic calendar. Muslim people exchange greetings, go to mosques, recite Namaj, and pray to the Allah for the unity and **prosperity** of all human kind. They greet and embrace each other with the greeting “Eid Mubarak”, which means best wishes on the occasion of Eid.



## Tihar

Tihar is one of the biggest festivals celebrated in Nepal. It is also known as Dipawali. It falls in the month of *Kattik*. It is celebrated for five days, which is called *Yama Panchak*. The first day is *Kag Tihar*, the second is *Kukur Tihar*, the third day is *Laxmi Puja*, the fourth day is *Goru Tihar*, and the last day is *Bhai Tika*. *Laxmi Puja* and *Bhai Tika* are the most popular days at Tihar. People worship goddess Laxmi by lightening and offering *Prasad*. The cow is also worshipped on that day. On the day of *Bhaitika*, sisters offer *Tika* to their brothers and wish for their **longevity** and prosperity. They make good wishes with each other. People enjoy the festival a lot.



## Chhath

*Chhath* is celebrated on the day of *Kattik Shukla Shasthi*, immediately after *Tihar*. People worship goddess *Chhathi Maiya* and pray to the sun (both the rising and the setting sun). It is originated from Terai region of Nepal, but nowadays it is celebrated in other parts of the country too. People go to the bank of rivers, ponds, or lakes and pray to the setting and the rising sun by offering *Prasad* in the name of *Chhathi Maiya*, the goddess.



## Christmas

Christmas is celebrated on the 25th December to commemorate the birth of Jesus Christ. It is celebrated by the Christians in Nepal too. People go to Church and pray to Jesus Christ and exchange greetings and good wishes with each other. They decorate their homes, surroundings, and market places with the Christmas Trees and lighten the areas. They **exchange** gifts and have delicious food and enjoy the festival.



### A. Complete the following table.

Festivals	Who is it celebrated by?	When is it celebrated?	What do people do?

**B. Find the words from the text for the following meanings.**

- a. full moon day
- b. a structure erected to commemorate persons or events
- c. repeat aloud from memory
- d. name of Goddess prayed during *Chhath*
- e. marked by some ceremony or observation

**C. Talk about a local festival celebrated in your community. Try talking about: what it is, when it is celebrated and what activities people do.**



**Speaking**

**A. Work in pairs and act out the given conversations.**

Sonali : As-Salaam Alaikum!

Gazi : Wa - Alaikum - Salaam,  
Sonali. Eid Mubarak!

Sonali : Thank you, Gazi. Eid  
Mubarak to you too!



Manish : Phyaphulla!

Menuka : Phyaphulla! Happy  
Lhosar, Manish!

Manish : Thank you. Happy  
Lhosar to you too.



**B. Now, work in pairs. Talk to your friends and express good wishes on the occasion of the given festivals.**

- a. Dashain
- b. Udhauri
- c. Chhath
- d. Holi
- e. Eid
- f. Teej
- g. Buddha Jayanti
- h. Maaghi
- i. Christmas



## Listening

### A. Look at the picture and guess the answers.

- What do you think these people are doing?
- Have you ever participated in such an activity?
- Can you tell the names of any three cultural performances of your locality?



### B. Listen to the recording and circle the correct word.

- Gaura is a very popular festival in the **Eastern/Western** Nepal.
- It falls in the month of **Bhadau/Asoj**.
- Women worship **Gauri/Shiva** at the festival.

### C. Listen to the recording again and write **Yes** or **No**.

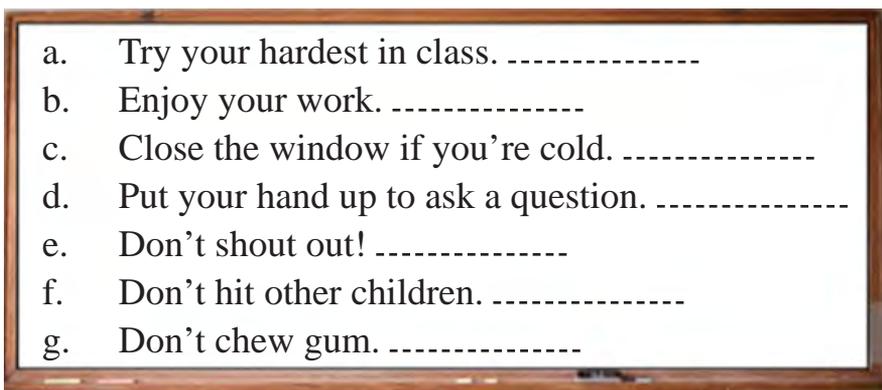
- Men fast at Gaura festival.
- Deuda is performed on the occasion of Gaura.
- Deuda is played with traditional music.

### D. Now, talk to your partner. Ask and answer about Gaura festival.



## Grammar

### A. Read the class rules on the whiteboard. Tick (✓) the rules you have in your class.



**The above are imperative sentences. Remember! You can use ‘please’ to be more polite.**

Examples: Please put the plates on the table.

Don't make so much noise please.

**Be careful!**

Don't say 'you' and use the verb without to.

**B. Put the words in correct order to make sentences.**

Example: salt Pass me please the

Pass me the salt please.

- a. door please Answer the
- b. lunch Don't your forget
- c. English Speak please in
- d. Wait please for me



## Writing

**A. Rewrite the following paragraph with necessary correction.**

mahashivaratri is a festival of hindu people. they go to pashupatinath temple of Kathmandu to worship shiva? other temples of shiva are also crowded with the devotees. this festival falls In the month Of Phagun

**B. What do you do in the festival you like most? Write a short paragraph about the festival. Write about these:**

- a. Who is it celebrated by?
- b. When is it celebrated?
- c. What do people do on the festival?
- d. Why do you like the festival?



## Project work

Work in groups of five. Collect the information about a festival of your locality. Draw pictures and paste them on a chart paper. Then, present it to the class.



## Extra bit: Question mark and comma

### (Question mark (?))

Use a question mark (?) at the end of a sentence that asks a question.

Examples: Where is the bathroom? Are you home?

Use a question mark at the end of a tag question.

Examples: You speak English, don't you? Lisa is not here, is she?

Use a question mark after a type of question to which no answer is required.

Examples: Who cares? Are you kidding me?

### Comma (,)

Use a comma to separate words or phrases of three or more.

Examples: The colours in my bedroom are blue, green and yellow.

My best friends are Nita, Nisha, Nimesh and Lisa.

Use a comma to write a date in a sentence. Do not use a comma if the day or year is left out.

Examples: He was born on March 17<sup>th</sup>, 1981.

School will begin on August 25<sup>th</sup>.

Use a comma to separate the city from the state while writing a location in a sentence.

Example: She was born in Dhading, Bagmati.

Use a comma around degrees or titles with names.

Examples: Ram Karki, M.D. Karima Begam, Ph.D.

Use a comma to separate introductory words such as yes, no, well, finally etc.

Examples: Yes, I would love to go to the park today.

Now, it's time to start the movie.

# Unit 5



## Getting started

A. Look at the pictures and say what you would do to these people.



B. Listen and sing.

I would fly happily and go so high  
If I had the time and wings to fly  
High from the sky, I would see down  
And would go to the world round and round.

I would surely dive deep down the sea  
If I were a dolphin dancing happily  
I would travel for food miles and miles  
If I were the hungry little crocodiles.



I would be free roaming in a jungle  
If I were a monkey jumping on a tree  
I had the only wish what could I be  
To remain happy, active and free.



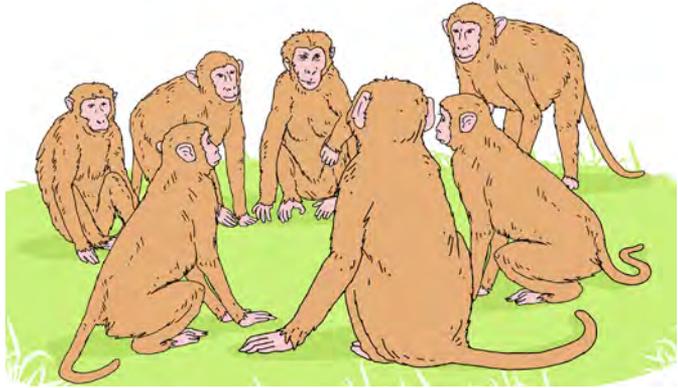
**C. How would you live your life if you were a bird? Tell your friends.**

## Reading I

- What do you think the monkeys are doing in the picture?
- Do you have a meeting in your family? Why?

### The Monkeys Go Fasting

One day, a group of monkeys decided to go on a fast. The old monkey chief thought that they would be **starved** soon if no food was stored. So he called the younger monkeys and suggested, “Before we begin **fasting**,



I think you should collect some food. We can take it **immediately** after our fasting is over.” The monkeys nodded their heads in agreement. The youngsters were sent in search of food. They returned with huge hands of **delicious-looking** bananas.

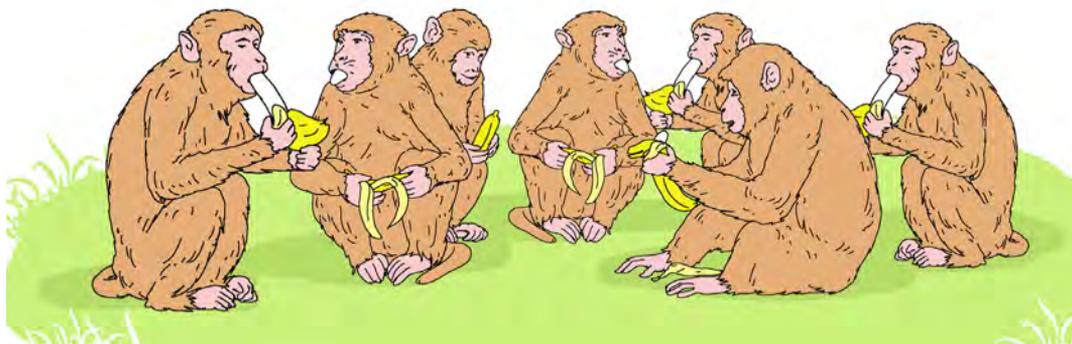
Looking at those bananas, the wife of the chief monkey **counselled**, “Why don’t you keep your share of bananas with you before we begin

our fast. We won't get time **distributing** the bananas after we break our fast. You can imagine how hungry we all will be by then!"

The monkeys liked the idea and they collected their share of the bananas.

"Why don't we peel one banana and keep it ready to eat?" said one of the youngsters.

"Yes, let's do that," shouted a fat monkey in agreement. Just looking at the bananas was making him hungry.



"All right," said the monkey chief. "We shall peel the bananas but we should not eat them until the fasting is over."

So the monkeys peeled their bananas and carefully kept them ready for eating in the evening.

"Can I keep the banana in my mouth? I promise not to eat it till evening. Please!" a little monkey asked his father.

"Why don't we all put a banana in our mouth? That way we can **chew** it immediately when we break the fast," said his father. "If we don't eat it, it won't harm our agreement," he added.

So, the monkeys put the bananas in their mouths. One by one they looked at each other uncomfortably as they began their fasting. Within no time at all, the bananas **disappeared** down their **gullets**. And that was the end of their fast!

*(Adapted from Indian Folklores)*

**A. Read the story and match the following words with their meanings.**

- |              |  |
|--------------|--|
| a. fasting   | i. showed agreement by lowering head     |
| b. nodded    | ii. staying without food for longer time |
| c. delicious | iii. having a strong desire to eat food  |
| d. hungry    | iv. make commitment to do something      |
| e. promise   | v. very tasty                            |

**B. Rearrange the following sentences in the correct order.**

- a. Young monkeys brought delicious-looking bananas.
- b. All the monkeys ate the bananas and their fasting was over.
- c. The monkeys peeled bananas and put in their mouths.
- d. The monkeys decided to go on a fast.
- e. The monkeys felt very hungry after they saw bananas.

**C. Write short answers to the following questions.**

- a. What did the monkeys agree on?
- b. Why did the old monkey suggest young monkeys to collect food?
- c. What made the fat monkey hungry?
- d. Why did the monkeys divide the bananas?
- e. Why did they decide to put the peeled bananas in their mouth?

**D. Do you go fasting? Why do you do that? Is it good or bad for health. Discuss with your friends.**



## Speaking

### A. Act out the following conversation.

Deepak : Hey Ansila, you look sad today. What happened?

Ansila : Nothing. Please, leave me alone.

Deepak : Tell me, dear. What's wrong?



Ansila : Well, I lost my English book. What to do?

Deepak : Oh! Why don't you tell your teacher?

Ansila : Oh my god! I can't do that.

Deepak : If I were you, I would tell him for sure.

Ansila : Are you sure?

Deepak : Yes. Don't worry. I'm sure he'll understand you.

Ansila : Ok, then. I will ask for an excuse first.

Deepak : Yes, you're right. You should buy a new one if it is not found.

Ansila : Sure! Thank you, Deepak.

### B. Make as many sentences as possible from the following table.

<p>You should</p> <p>Why don't you...?</p> <p>If I were you, I would</p>	<p>tell it to your class teacher.</p> <p>speak politely.</p> <p>inform it to your parents.</p> <p>go and meet her.</p> <p>follow the teacher's advice.</p> <p>search myself.</p>
--	--

**C. Work in pairs. Take turns to give suggestions in the following situations. Use the structures as in the example.**

You should.....

Why don't you.....?

If I were you, I would.....

A: *I have lost my pencil.*

B: *You should tell it to your class teacher.*

- a. You have lost your notebook.
- b. You are feeling thirsty.
- c. You are having a stomach ache.
- d. You are not so good at English.
- e. You have made some mistakes in the story.



## Listening

**A. Look at the picture and guess the answers to these questions.**

- a. What do you see in the picture?
- b. Do you remember when you were sad last time?



**B. Listen to the recording and fill in the blanks with suitable words.**

- a. Ivan has lost his .....
- b. First, Suvam advised Ivan to tell about it to his .....
- c. Ivan told it to the teacher but it was not .....
- d. Ivan finally told that it was a good ..... to tell all his friends.

**C. Listen to the recording again and tick the best answer.**

- a. Ivan and Suvam are .....  
i. brother and sister    ii. friends    iii. teacher and students
- b. Ivan was ..... of telling it to other friends.  
i. happy    ii. excited    iii. afraid
- c. Ivan advised Suvam to go in front of the class and say it.....  
i. slowly    ii. softly    iii. loudly

**D. How did Suvam suggest Ivan? Try to remember the sentences and write them down.**



**Grammar**

**A. Complete the following sentences with appropriate endings from the box.**

I would go to meet him.	You could win the race.
I would tell her the answer.	I would fly in the sky.
We could secure good marks.	

- a. If I were a bird, .....
- b. If you ran fast, .....
- c. If he called me, .....
- d. If we studied carefully, .....
- e. If she asked me, .....

**Now underline the verb forms in the above sentences.**

**B. Study the following sentences and their meanings.**

- a. If the weather improved, we could go for a walk. (It is not likely that the weather will improve.)

- b. If people complained, things would change. (People don't complain at the moment.)
- c. If there were more buses, we would leave the car at home. (It is unlikely that there will be more buses.)
- d. I would buy a house if I had enough money. (It is unlikely that I will have the money.)

**C. Choose the five words which complete each sentence.**

- a. How would we keep in touch .....?  
to didn't we have if did computers
- b. If she ....., ..... going out with her.  
he beautiful wouldn't isn't wasn't being be
- c. If people ....., ..... be fewer wars.  
more would there wouldn't were are
- d. If you ....., ..... be able to communicate.  
speak spoke speaking couldn't wouldn't we English

**D. Rewrite the suggestions using the given beginnings.**

- a. If I were you, I would go to a dentist.  
**You should....**
- b. You should report it to the police.  
**Why don't you....?**
- c. You should take hot water.  
**If I were you....**
- d. Why don't you ask your sister for help?  
**You should....**



## Writing

### A. Rewrite the given sentences as in the example.

Example: I don't live with my parents, so I don't see them every day.

If I lived with my parents, I would see them every day.

- They don't live far from work, so they don't use public transport.
- It isn't sunny outside, so children will not go for a walk.
- My mother doesn't have time, so she will not cook dinner.
- I don't have a toothache, so I will not go to the dentist.
- He doesn't have free time, so he will not visit me.
- I don't have special skill for this job, so I will not get it.

### B. Write a short story on the basis of the following outlines.

The mice very unhappy ..... the cat killed many of them  
 ..... held a meeting to discuss how to get rid of the cat .....  
 various suggestions ..... no plan practicable. Then a young mouse  
 suggested that a bell should be tied round the cat's neck ..... all  
 welcomed the proposal with joy ..... an old mouse stood up  
 ..... asked who was going to tie the bell round the cat's neck.



## Reading II

- Can you name all the objects in the pictures?
- Would the life be difficult if there were no mobile phones? How?

## History of Computers

The first computers were very big. They were the size of a room! They were so big that people didn't have them at home.



Every computer could also only do simple math, like a **calculator**. In the 1930s, Alan Turing had the idea for a computer you could programme to do different things.



In 1958, Jack Kilby **invented** the microchip. **Microchips** are tiny but can store lots of information. They helped make computers smaller. In the 1970s, computers were smaller and cheaper so people started to use them at home. In the 1980s, computer games were very popular. Lots of people bought computers just to play games.

In 1989, Tim Berners Lee invented the World Wide Web (WWW) which is a way to organise information on the **internet**. Now, people all over the world can look for and share information on websites.



Today, people can use **smartphones** to play games, email and go on the internet. In the past, a simple computer was the size of a room. Now, it can go in your pocket!

### **What would happen if there were no mobile phones?**

It's **completely** hard to imagine the world without smartphones. A large number of people **reported** that smartphones have made their lives better.

Nearly half of smartphone users say it is very difficult for them to **imagine** the life without smartphones, which is not very surprising. Smartphone's have become our favorite companion. We trust on them to wake us up every morning, prepare us where we want to go, reply to emails and hundreds of other things.

As we have been **dependent** on mobile apps, our lives are going to become easier day by day.

**A. Complete the following sentences. Use one of the words from the box.**

calculator	invented	microchips	internet
smartphones	reported	imagine	dependent

- Can you ..... your life without computer?
- If you have access to the ....., you can google it.
- ..... can store lots of information in them.
- He has been using an old ..... to do calculations.
- Do you know who ..... the computer?
- The theft was ..... in all the newspapers.
- She has three ..... children. She has to take care of all.
- ..... can also be used as small computers.

**B. Read the text again and complete the following table.**

1958	Jack Kilby invented the microchip.
1970s	
1980s	
1989	

**C. Answer the following questions.**

- Did people have the first computers at home? Why/why not?
- What is strange about microchips?
- What did people use the computers for in 1980s?
- Where do people share information nowadays?
- How has the use of smartphones affected human life?

**D. Have you got a computer or smartphone? What do you use it for? How often do you use it? Is it helpful? Talk to your friends.**



### **Project work**

**Make a list of suggestions for your younger brother/sister to better prepare for his/her examination. Include as many suggestions as possible. Present it to the class.**



### **Extra bit: Irregular past**

<b>Infinitive</b>	<b>Simple past</b>	<b>Past participle</b>
be	was	been
beat	beat	beaten
begin	began	begun
break	broke	broken
blow	blew	blown
bring	brought	brought
build	built	built
buy	bought	bought
choose	chose	chosen
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
grow	grew	grown

# Unit 6



## Getting started

A. Look at the pictures and discuss why they are doing these.



B. Listen and sing.

I often see flowers from a passing car  
That are gone before I can tell what they are.  
I want to get out of the train and go back  
To see what they were beside the track.  
Was something brushed across my mind  
That no one on earth will ever find?  
Heaven gives its glimpses only to those  
Not in position to look too close.



-Robert Frost

C. If you have a week-long vacation, what do you like to do and why? Tell your friends.



## Reading I

- Who are these people?
- What are the boys doing in the second picture?

# Tom Paints the Fence

**Characters** : Tom Sawyer, Aunt Polly, Ben and Billy.

## Scene I



**Aunt Polly** : Tom!... Tom!.. (*No answer.*) Where is the boy? Tom!

**Tom** : (*appearing*) Here I am.

**Aunt Polly** : Oh, you've been to that **closet**. What were you doing there?

**Tom** : Nothing.

**Aunt Polly** : Nothing! Look at your hands. (*Tom looks at his hands.*) And look at your mouth. What is that?

**Tom** : I don't know, Aunt.

**Aunt Polly** : Well, I know. It's jam, that's what it is. (*Pointing to a switch on the floor.*) Hand me that **switch**!

**Tom** : Oh, look behind you, Aunt!

*(Aunt Polly looks behind her. Tom runs away. Aunt Polly stands surprised for a moment, then she breaks into a laugh.)*

## Scene II



**Aunt Polly** : Tom, go and **whitewash** the fence.

**Tom** : Oh, Auntie, I can't do it now..... tomorrow.

**Aunt Polly** : Whitewash the fence, I say! *(Goes away.)*  
*(Tom begins to whitewash the fence, Ben appears. He has an apple in his hand).*

**Ben** : What are you doing?

**Tom** : I am whitewashing the **fence**.

**Ben** : Do you want to say you like it?

**Tom** : Of course, I do. Does a boy whitewash a fence every day?  
*(Tom goes on whitewashing. He does not look at Ben.)*

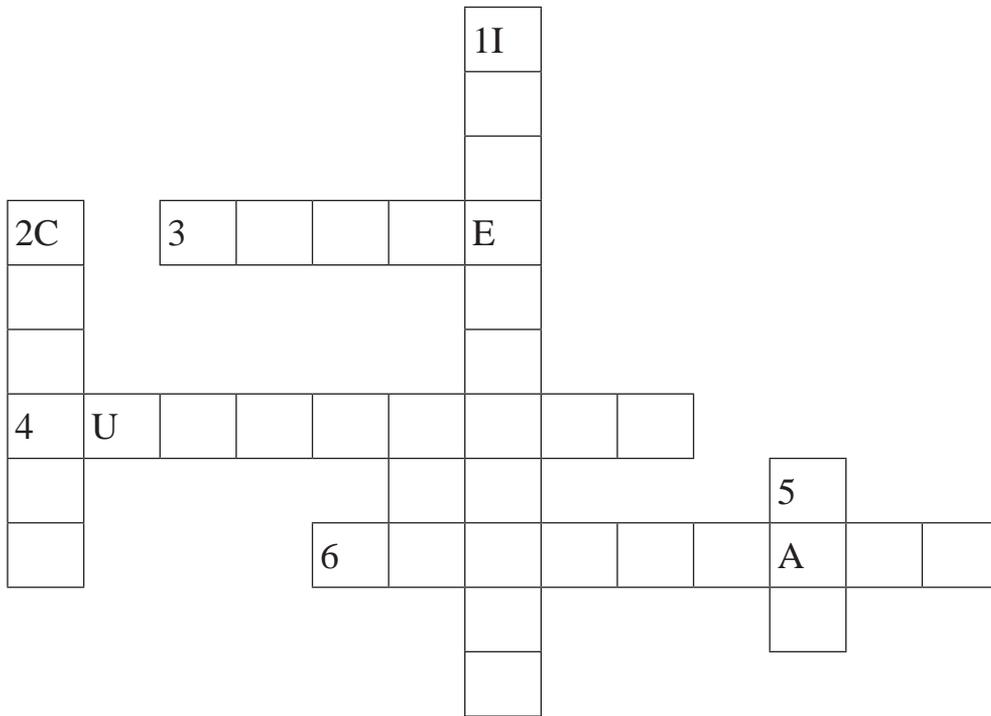
**Ben** : Tom, let me whitewash a little!

**Tom** : No, I can't. Jim also wanted to do it, but Aunt Polly did not let him.

- Ben** : Tom, do let me. I'll give you my apple.
- Tom** : All right.  
*(He takes the apple, sits down and begins to eat it. Ben is whitewashing the fence. Billy appears.)*
- Billy** : Hello! What are you doing here?
- Ben** : Tom and I are whitewashing the fence.
- Billy** : You don't think it is interesting, do you?
- Ben** : We do. Jim wanted to do it, but Aunt Polly didn't let him.
- Billy** : Let me whitewash a little!
- Ben** : No. I won't!  
*(They begin fighting.)*
- Tom** : Stop that! Now it's your turn to whitewash, Billy.  
*(Now, Billy is working).*
- Tom** : Now, it's your turn to whitewash, Ben.  
*(Now, Ben is working).*
- Aunt Polly** : *(Appearing)* Oh, it's all done! You are a good boy, Tom. You can work when you want to. Now, you may go and play.
- Tom** : Hurrah! Let's run to the river!  
*(They run away.)*
- All the boys** : Hurray!

*(Adapted from the Adventures of Tom Sawyer by Mark Twain)*

**A. Complete the crossword puzzle with the words from the play. The clues are given.**



**Across**

- 3. It acts like a barrier.
- 4. amazed
- 6. whiten

**Down**

- 1. full of fun
- 2. Tom was in....
- 5. jelly made of fruits

**B. Read the play once again and tick (✓) the best answer.**

- a. Aunt Polly told ..... to whitewash.
  - i. Tom
  - ii. Ben
  - iii. Billy
- b. When Tom started whitewashing, ..... came first.
  - i. Ben
  - ii. Billy
  - iii. Jim
- c. .... started fighting.
  - i. Tom and Ben
  - ii. Ben and Billy
  - iii. Tome and Billy

### C. Answer the following questions.

- Where was Tom hiding?
- Why did Aunt Polly laugh?
- What did Aunt Polly tell Tom to do?
- How many boys were there altogether while whitewashing?
- Why did the boys get to play at last?
- How did Ben persuade Tom for whitewashing?



### Speaking

#### A. Act out the following conversation in pair.

Alisha : I want to play table tennis. What about you?

Aman : I want to play football. Why do you like to play table tennis, Alisa?

Alisha : I want to play table tennis because it is easier to play. Why do you want to play football, Aman?

Aman : I want to play football because it is very exciting, and it is played in the team.



#### B. Work in pairs. Take turns to ask and answer as in the example. Use the prompts from the box.

*not come to school tomorrow/go to hospital*

A : Why will you not come to school tomorrow?

B: I won't come to school tomorrow because I have to go to hospital.

- not going to watch movie/prepare for exam
- going to Kathmandu/see my brother
- go to dance class/want to be a dancer
- study science/want to be a doctor
- go to a dentist/have my tooth taken out.



## Listening

### A. Look at the picture and answer these questions.



- What do you see in the picture?
- Do you know anything about the Gorkha Earthquake?
- How does an earthquake occur?

### B. Listen to the recording and complete the sentences.

- Earthquakes are caused by the breaking of underground .....
- The seismic ..... make the ground shake.
- The rocks break due to the built up .....
- The rocks continuously ..... until they stuck again.
- The underground point where the rock breaks is called the ..... of the earthquake.
- Epicentre of the earthquake is right above the focus on the .....

**C. Work in pairs. Talk to your partner about earthquake.**

**G Grammar**

**A. Study the following examples.**

I want to play cricket. It makes me happy.

I want to play cricket **because** it makes me happy.

I didn't go to school. It rained.

I didn't go to school **because of** the rain.

We were hungry **because** we hadn't eaten any thing all day.

**B. Complete the following sentences with **because** or **because of**.**

a. They are happy now.....they have won the match.

b. I could not come to school .....I was sick.

c. She is not happy.....her sickness.

d. They are tired.....the heavy work.

e. I am upset .....you did not help me.

f. Sunil is successful.....his hard labour.

**C. Now join the pairs of sentences with **because** or **because of**.**

a. I went to the bank. I had to cash a cheque. (because)

b. She is happy. She has got the prize. (because of)

c. I am thin. I don't eat much. (because)

d. She has got good marks. She works hard. (because)

e. I do not eat meat. I am a vegetarian. (because of)

f. I don't like to walk. The road is muddy. (because of)

g. The teacher likes Lakpa. He is intelligent. (because of)



## Reading II

- What are the boys playing?
- What is interesting about this game?

# Volleyball: Our National Game



Volleyball is the **national** game of Nepal. It is widely played in all the geographical regions of the country because it doesn't need a big space for setting its **court**. Moreover, its rules are simple.

It is a team sport which consists of two teams of six players each. The teams are separated by a net. The net is positioned at 2.43 metres high in men's category whereas 2.24 metres high in women's. The major target of the teams is to try getting highest point to win. A **rally** is begun by a server serving the ball into play. The ball is served over the net to the opposing team. To score a point in volleyball, a team must win a rally.

Each team tries to drop the ball on the **opponent's** court abide by certain rules. Only three **smashes** of the ball are allowed for a team before they pass it over the net. Most volleyball games today are rally scoring and played to 25 points. To win the game, a team must score 25 points. If both teams score 25 points, the winner must lead by two more points to the opponent team.

**A. Choose the correct words from the brackets to complete the sentences.**

- a. Volleyball is played even in hills ..... it does not need big space to play. (so/because/but)
- b. .... of the height difference, the height of the net in men's and women's category is different. (Therefore/In order to/Because)
- c. Each team tries to score more points ..... win the match. (in spite of/in order to/so that)
- d. The major target of the teams is ..... try getting highest point. (because/so/to)

**B. Answer the following questions.**

- a. Why is volleyball widely played in Nepal?
- b. How many players are there in a volleyball match?
- c. How is a point scored in the match?
- d. What does a team try to do on the opponent's court?
- e. What should be done to win the match?

**C. Draw a neat diagram of a volleyball court in an A4 size paper and show it to the class.**



**Writing**

- A. How do you play volleyball? Make a list of rules you should follow while playing it.**
- B. What game do you like most? Why do you like that game? Write about it in a paragraph.**



## Project work

Work in groups and act out the play given in **Reading I**.



## Extra bit: Collective nouns

Collective nouns used for people	Collective nouns used for animals	Collective nouns used for things
A band of musicians	An army of ants	A bouquet of flowers
A board of directors	A flock of birds	A bunch of flowers
A choir of singers	A flock of sheep	A fleet of ships
A class of students	A herd of deer	A forest of trees
A crowd of people	A hive of bees	A galaxy of stars
A gang of thieves	A litter of puppies	A pack of cards
A pack of thieves	A murder of crows	A pack of lies
A panel of experts	A pack of hounds	A pair of shoes
A team of players	A pack of wolves	A range of mountains
A troupe of dancers	A school of fish	
	A swarm of locusts	
	A team of horses	
	A pride of lions	



## Getting started

A. Look at the pictures and say what will happen next.



B. Listen and sing.

Now we can only wait till the day,  
wait and apporition our shame.  
These are the dykes our fathers left,  
but we would not look to the same.



Time and again were we warned of the dykes,  
time and again we delayed:  
Now, it may fall, we have slain our sons,  
as our fathers we have betrayed.



- Rudyard Kipling

C. Tell your friend how your village/city will look like after ten years.



## Reading I

- What do you see in the pictures?
- What are the results of such activities?

# Human and the Environment

No part of the environment has escaped the **effects** of pollution. All over the world, the land, the air and the water have been **contaminated** by an increasing amount of waste materials and substances. The waste comes from factories,



homes and vehicles. In some cases, the waste is only an eyesore which spoils the beauty of our surroundings. In other cases, it is a serious **threat** to our health and can result in death.

Some of the most dangerous waste substances are, without doubt, those produced by factories. Industrial waste often contains **toxic** substances that can kill plant and animal life. When there is no proper government control, factories allow these substances to **pour into** rivers. Their chimneys fill the atmosphere with poisonous **fumes**.

In towns and cities, the use of fossil fuels (oil, coal and gas) for heating results in large amounts of carbon dioxide filling the **atmosphere**. Although some cities have been made smokeless zones,



the exhaust fumes from the vehicles on the roads has meant that air pollution continues to be a major problem.



Each of us is **guilty** of polluting our environment to some extent. Almost everything we buy today

comes in some sort of container or packaging, made of plastic, glass or aluminium which we usually throw away. Attempts have been made to encourage factories to **recycle** these materials.

How long can we allow this pollution to continue? Scientists tell us that the increased amount of carbon dioxide in the atmosphere may soon have **disastrous** effects. They fear that it will raise average temperature around the world and cause the polar ice caps to melt. If this happens, the level of the ocean will rise by four to six metres and vast populated areas of planet will be covered by water. Can we afford to make such risks by continuing to pollute our environment?

**A. Write the words from the text for these meanings.**

- a. been made impure
- b. danger
- c. poisonous
- d. smoke
- e. responsible for a specific wrong doing
- g. causing great damage

**B. Answer the following questions.**

- a. What are the sources of wastes?
- b. What causes death to plants and animals?
- c. Give examples of fossil fuels.
- d. Why has the 'smokeless zones' not worked?
- e. How are we responsible for environmental pollution?
- f. What causes the rise in temperature?
- g. What will be the result of melting ice?

**C. Suppose you are the school captain. How do you keep your school clean and tidy?**



**Reading II**

- a. What is the text about?
- b. Where do you find this type of text?

**Weather Forecast**

Sunday June 20	Monday June 21	Tuesday June 22	Wednesday June 23
			

Thursday June 24	Friday June 25	Saturday June 26
		

**A. What's the weather like?**

- a. On Wednesday, it is snowy.
- b. On Saturday, it is .....
- c. On Sunday, it is .....
- d. On Friday, .....
- e. It is ..... on Thursday.
- f. It is ..... on Monday.
- g. It is ..... on Tuesday.

**B. Look at the days and weather pictures and write Yes or No.**

- a. It is Sunny on June 23.
- b. It is cloudy on June 21.
- c. It is hot on June 25.
- d. It is rainy on June 24.
- e. It is rainy on June 22.
- f. It is sunny on June 20.
- g. It is hot on June 26.
- h. It is snowy on June 23.
- i. It is rainy on June 21.
- j. It is windy on June 24.

**C. Write WEATHER or SEASONS.**

- a. Hot : weather.
- b. Rainy : .....
- c. Fall : .....
- d. Snowy : .....

- e. Winter : .....
- f. Windy : .....
- g. Summer : .....
- h. Sunny : .....
- i. Cold : .....
- j. Spring : .....

**D. Listen to the English news on Radio Nepal this evening. What will be the weather tomorrow? Write in your notebook and tell it to the class.**

 **Speaking**

**A. Act out the following conversation.**

Ramesh : Hi, Ramila. It's cold today, isn't it?

Ramila : Yeah, I also feel cold today. I think it will rain.

Ramesh : There is no sunshine since this morning.



Ramila : You are right. I guess, it's going to be a cloudy day.

**B. Talk to each other in pairs based on the given situations.**

- a. It's raining heavily.
- b. Gita studies very well.
- c. It's very windy.
- d. He looks tired.
- e. She looks happy.



## Listening

A. Look at the picture and answer the questions.

- What is the woman doing?
- Have you ever watched weather report on television?
- In which unit is rainfall measured?



B. Listen to the recording and complete the following table.

Cities	Maximum (Celsius)	Minimum (Celsius)	Rainfall (Millimeter)
Biratnagar	32	-----	No rainfall
Janakpur	-----	23	No rainfall
Kathmandu	26	13	-----
Pokhara	-----	12	20
Butwal	33	-----	No rainfall
Birendranagar	-----	13	10

C. Listen to the weather report on radio/television this evening. Note down the places that marked the maximum temperature and minimum temperature on the day.



## Grammar

A. Look at the pictures and read the sentences.



The van is going to hit the boys.



She will go abroad.

**B. Study the following examples.**

a. Oliver will be back soon.	a. We are going to watch a film – want to join us?
b. We won't be ready.	b. I'm going to clean my room.
c. Do you think it'll rain this afternoon?	c. Look! The bus is going to leave!

**C. Choose the correct option to complete the sentences.**

- a. Don't worry about your test! I'm sure .....
- i. you'll pass                      ii. you're going to pass
- b. I ..... on Sunday. I have a doctor's appointment.
- i. won't come                      ii. 'm not coming
- c. Are you hot? OK, ..... open the window.
- i. I'm going to                      ii. I'll
- d. Don't leave your bag there! Someone .....
- i. 's stealing it                      ii. 'll steal it
- e. It's already 9:50! ..... late for school.
- i. We're going to be                      ii. We'll be
- f. I forgot your drink! ..... go and get it now.
- i. I'm going to                      ii. I'll
- g. Do you think they ..... the presents we got for them?
- i. 'll like                                      ii. 're going to like
- h. 'I haven't got my phone.' 'That's OK. .... you mine.'
- i. I'll lend                                      ii. I'm going to lend



## Writing

- A. What changes will occur in your school next year? Write in a paragraph.
- B. Write any five things you will do after your final exam.



## Project work

Collect the pictures that show any form of pollution, its causes, effects, or preventive measures. Prepare a scrapbook using those pictures and present it to the class.



## Extra bit: Kinds of sentences

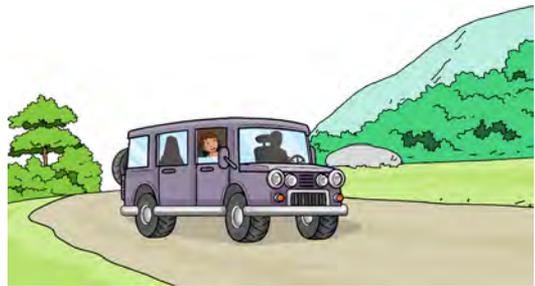
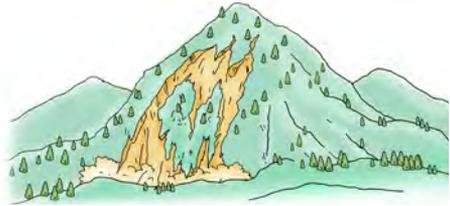
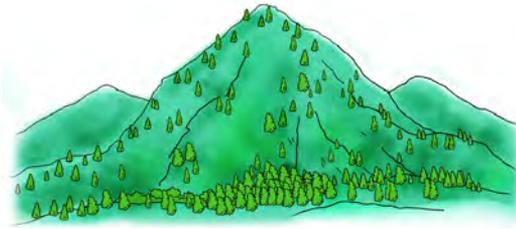
Imperative (gives a command)	Drink enough water.
Declarative (makes a statement)	He is the leader of our group.
Interrogative (asks a question)	What's your name? Do you like apples?
Exclamatory (expresses strong feeling)	Wow! What a beautiful garden it is!

# Unit 8



## Getting started

A. Observe these two sets of pictures and say the differences.



B. Listen and sing.

I used to get an amazing dream

There I got my long hair trim.

We were there all three or four

Wanted to play there more and more.

We cracked jokes and we laughed loud

We used to ignore rain and cloud.

Did not feel hungry did not feel tired

Even though whole day played in mire.



Where has gone those happy scenes  
I used to play at least in dreams.  
Remembering that I get pain  
I wish to have such dream again.

**C. Recall a memorable event of your life and tell your story in the class.**



## Reading I

- Who are the people in the first picture?
- What are they talking about?

## Gairigaun: Then and Now

Mukesh is an eleven year old boy. He lives in Gairigaun. He studies in class six. One day, his English teacher told that the village was different in the past than what it is now. He could not believe it. He decided to ask about it to his grandfather who knew many things about the past. As soon as he reached home, he went to his grandfather. His grandfather told



Mukesh that many things have been changed in the village in his life time. His grandfather's story **attracted** him very much.

This is what his grandfather said: There had been a **peaceful** travellers' rest in the middle of the village. People used to call it 'Bar Pipal Chautaro'. Many travellers used to take rest at the *Chautaro*. *Pipal* was bigger than *Bar*, I think. I used to spend a lot at the *Chautaro* and meet

many people. People used to come there for rest and **recreation**. We could hear **melodious** songs by the birds while sitting at the *Chautaro*. There were large, plain, smooth stones where people used to sit and talk about different matters about the village. There was a water tap nearby. Children used to play different games there. Sometimes, they used to spend the whole day playing there, even without eating any snacks in the afternoon. The school going children became very happy when they got some time to have rest at the *Chautaro*. While returning home late, they used to spend longer time at the *Chautaro*. That was a public **property** of the villagers.

But now, Mukesh finds the *Chautaro* no more there. Both *Bar* and *Pipal* have been cut down and the beauty of the old place has gone away. A road has been constructed by the *Chautaro*. People have lost the place to rest.



**A. Match the words in column A with their meanings in column B.**

- | Column A           | Column B                           |
|--------------------|------------------------------------|
| a. <i>Chautaro</i> | i. belongings                      |
| b. melodious       | ii. of all, not of an individual   |
| c. public          | iii. a rest stop along foot trails |
| d. property        | iv. sweet and pleasant tune        |

**B. Write whether the following statements are True or False.**

- a. There has been no changes in the village.
- b. Mukesh asked his grandmother about the village.

- c. There was a tap near the *Chautaro*.
- d. *Bar Pipal Chautaro* has been destroyed now.

**C. Write short answers to the following questions.**

- a. Where does Mukesh live?
- b. Why did people use to come to the *Chautaro*?
- c. Who used to play at the *Chautaro*?
- d. Does the *Chautaro* still exist in the village?



## Speaking

**A. Underline all the sentences with 'used to' in the text 'Gairigaun: Then and Now'. What do they mean?**

**B. Act out the following conversation.**

Ronish : Rina, do you remember the game you used to play when you were in class three?

Rina : Yes, I remember. I used to play hide and seek. What did you use to play, Ronish?

Ronish : I used to play *Dandibiyo*.

Rina : Who did you use to play with?

Ronish : I used to play with my classmates. And, you?

Rina : I used to play with my sister.



**Answer these questions.**

- a. Does Rina still play hide and seek?
- b. Does Ronish still play *Dandibiyo*?

**C. What do you say in the following situations? Use 'used to'.**

- a. John doesn't like apples now.
- b. You don't wear shorts now.
- c. Nasib doesn't like tea now.
- d. My brother doesn't throw things away.
- e. I/live in a flat when I was a child. But, now I don't.
- f. I/play football when I was at school. But, now I don't.
- g. She/be able to speak French, but she has forgotten it all.



**Listening**

**A. Look at the pictures and answer these questions.**



- a. Where do you live? Is it a village or a town?
- b. Which do you like: village or town? Why?
- c. What can we do to minimize pollution?

**B. Listen to the recording again and tick the best answer.**

- a. There were small houses with ..... roof.
  - i. thatched
  - ii. zinc
  - iii. concrete
- b. People used to carry the patients in the ..... to hospital.
  - i. car
  - ii. ambulance
  - iii. stretcher

- c. Children now use school bus and ..... to go to school.  
i. motorbike            ii. taxi            iii. van

**C. Listen to the recording and write True or False.**

- a. Dadagaun was a developed village 10 years ago.  
b. There was a road in Dadagaun village ten years before.  
c. Now, the children go to school on foot.  
d. People now have electricity in Dadagaun.

**D. What differences have you observed in your school from the time you were at grade 1 and now? What changes have occurred? Discuss with your friends.**



## Grammar

**A. Study these sentences.**

- a. She **used to** have a long hair, but now it's short.  
b. **Did they use to** have a dog?  
c. It **didn't use to** snow a lot in the winter.  
d. I speak English now, but I **didn't use to** speak it when I was in grade one.

**B. Choose the correct words to complete each sentence.**

200 years ago .....

- a. .... people **used to** / **didn't use to** make their own clothes.  
b. .... people **used to** / **didn't use to** have mobile phones.  
c. .... people **used to** / **didn't use to** read books.  
d. .... people **used to** / **didn't use to** watch TV.  
e. .... people **used to** / **didn't use to** drive cars.  
f. .... people **used to** / **didn't use to** walk everywhere.

**C. Choose the correct words to complete each sentence.**

- a. Why did people ..... mend their clothes?  
i. used to            ii. use to            iii. didn't use to
- b. I ..... like watching football, but now I do.  
i. used to            ii. use to            iii. didn't use to
- c. What did you ..... like doing when you were young?  
i. used to            ii. use to            iii. didn't use to
- d. John ..... like Mary, but he doesn't now.  
i. used to            ii. use to            iii. didn't use to
- e. People ..... produce as much rubbish as we do nowadays.  
i. used to            ii. use to            iii. didn't use to
- f. Did you ..... collect anything when you were young?  
i. used to            ii. use to            iii. didn't use to

**D. Complete these sentences with used to or didn't use to.**

- a. I ..... play the guitar, but I do now.
- b. I ..... ride a bike, but I don't any more.
- c. I ..... collect stamps, but I don't any more.
- d. I ..... enjoy getting up early, but I do now.
- e. I ..... be worried about the environment, but I am now.
- f. I ..... be afraid of flying, but I'm not anymore.
- g. I ..... know how to use a computer, but I do now.



## Reading II

- What is the name of the girl in the picture?
- Why is she popular?

### Anne Frank: A Short Life

**1929:** Anne Frank was born in Frankfurt, Germany on 12 June. Her family was Jewish, and she is the second daughter.

**1933:** Adolf Hitler came to power in Germany as the leader of the Nazis. He **blamed** the Jews for all of the country's problems. It became impossible for Jews to live normally in Germany. So the Frank family moved to Amsterdam, the Netherlands, where Otto Frank started a new business.



**1934:** Anne adapted to her new life quickly. She learnt Dutch, made many friends and enjoyed school.

**1939:** Hitler's armies invaded Poland.

**1940:** On 10 May, the Germans **occupied** the Netherlands. The Franks were not safe anymore, but it was too late to leave the country again. The Nazis began imposing restrictive measures against the Jews. They must wear a yellow star that says "Jew". The Nazis couldn't own a business, take a tram, bus or car; buy sugar or walk on the same street as other people.

**1941:** Anne had to change schools in the autumn because a new law said Jewish children could not go to school with other children. They could only go to school with other Jewish children and teachers. More and more laws were passed separating the Jews from other Dutch people.

**1942:** Anne’s parents gave her a **diary** as a present for her 13<sup>th</sup> birthday on 12 June. She wrote in it: “I hope I shall be able to confide in you completely and I hope that you will be a great support and comfort to me.”

Anne’s older sister, Margot, was told to report to a transit camp on July 10. The family went into **hiding** in “The Secret Annex” — a part of Mr. Frank’s office. Another family, the Van Pels, joined them on 13 July, and an eighth person came in November. They **received** food. They were helped and visited by people who worked for Anne’s father.

**1944:** On 4 August, a police van stopped at 263 Prinsengracht, the address of the Secret Annex, where the Franks and the others had been hiding for more than two years. Three Dutch policemen and their Austrian Nazi commander arrested them all. Anne’s diary was left **scattered** on the floor. One of the family’s helpers picked it up and kept it.

**A. Complete the table.**

Year	The events
1929	Anne Frank was born.
1933	
1934	
1939	
1940	
1941	
1944	

**B. Write down the questions corresponding to these dates in the life of Anne Frank.**

1929: When: .....

1933: Why: .....

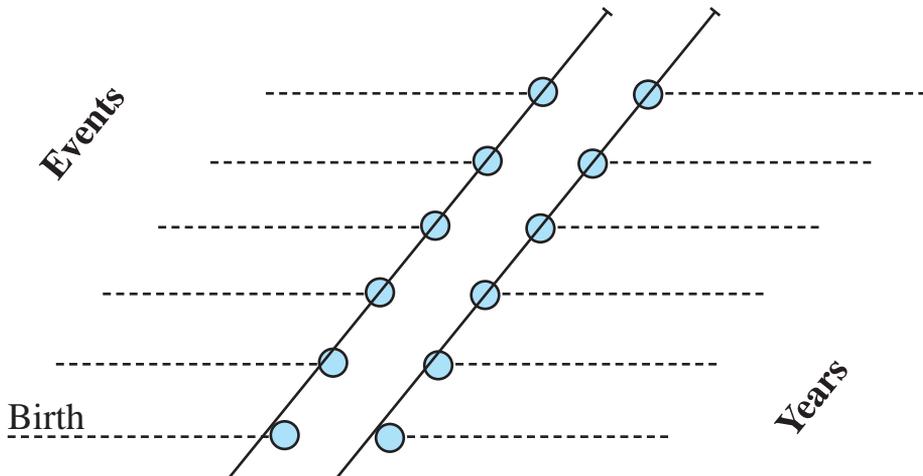
1939: What: .....

1944: Who: .....

**C. Answer the following questions.**

- a. What were the Jews not allowed to do in 1940's?
- b. How old was Anne in 1942?
- c. Where did her family hide?

**D. Prepare a timeline of your life till now. Write the years and events.**



**E. Write all the past forms of verbs from the text and use them in your own sentences. Write true to yourself which are applicable to you.**

Example:        was        I was born in .....

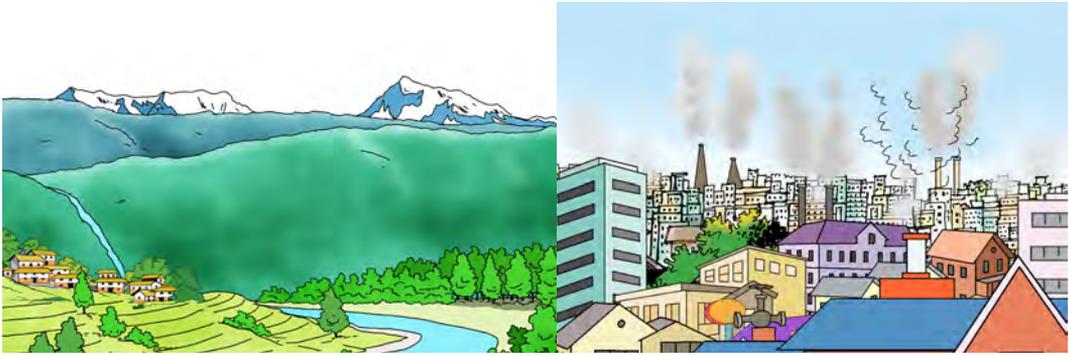


**Writing**

**A. With the help of your parents recall some of your past habits. Write what you used to do and what you did not use to do.**

**B. Observe the pictures and write the differences you find. Use the given clues.**

greenery    less population    pollution    big buildings



### Project work

Collect the pictures of your locality at present and that of past with the help of your parents/teachers. Compare the pictures and find out the changes that have occurred. Write a couple of paragraphs about the changes and present it to the class.



### Extra bit: Alphabetical order

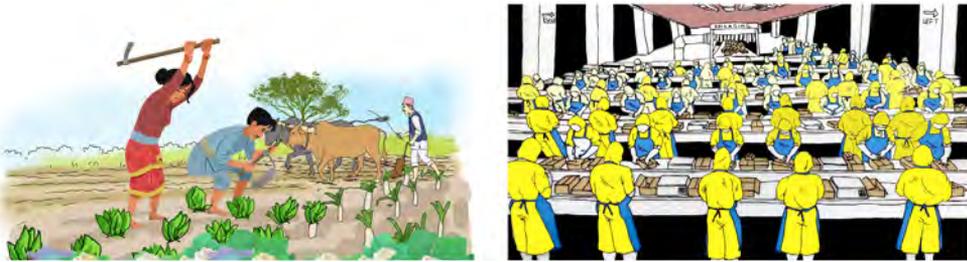
You know that in the English alphabet, A (a) is the first letter and Z (z) the last. The words in the dictionary are in the same order as the letters of the alphabet. Words starting with 'a' are at the beginning and those starting with 'z' are at the end. This means that the words in the dictionary are in alphabetical order. The following words are in alphabetical order. Study them.

- ash, credit, cricket, epic, episode, manual, publish, pure, sickle, water, wealth.
- deaf, dear, debate, decide, decorate, demand, develop, device, dig, dry.
- key, keyword, kill, king, knife, knit, know, knowledge.



## Getting started

A. Compare these pairs of pictures.



B. Listen and sing.

Can I compare moon to the earth  
 Or can compare death to the birth  
 I know what means big, bigger, biggest  
 But still confused earth or moon, the best



Earning is good but learning is the best  
Everyone says discipline defeats all the rest  
Here in school I find everything tough and tall  
What is the way of living life easiest of all?

**C. Which subject is easier/more difficult for you? Talk to your friends.**

### Reading I

- What are some popular lakes in Nepal?
- Where is Rara lake located?
- Why do people go there?

## Rara Lake

Rara Lake is the biggest lake in Nepal. It is located in Mugu district of Karnali Province. It covers a water surface of 10.8 square kilometres and it is 167 metres deep. It is situated at an **altitude** of 2990 metres with



the beautiful surroundings around. It is an important tourist site of Rara National Park.

There are many **amazing** features of Rara Lake that the visitors can see and feel. One of the interesting things about Rara Lake is that it is a colourful lake. It exhibits three different colours in a day. The reason is still unknown. Similarly, the background of the lake keeps on changing time and again. It is also another **mystery** about Rara.

The next amazing feature of Rara Lake is its mirror effect. The water of the lake is **crystal** clear. People do not even feel that they are on water while boating. While boating on the lake, the visitors are amazed



by the view of the hills and green forests at their front, and exactly the same inside the water with their own images.

Rara Lake is full of **magnificent** beauty. It is one of the best destinations for the trekkers. Visitors can go hiking on the surrounding hills around the lake. The flora and the fauna are other attractions for the visitors. More than 214 species of birds, 20 species of mammals and 500 types of flowers are found there. The park is the home of many **endangered** wild animals like red panda, musk deer, Himalayan black bear, leopard, and wild boar.

Since Rara is free from dirt and contamination, and is less crowded, it is less polluted. The nature lovers can get **solitude** on the lap of the Himalayas there.

Such a splendid and beautiful Rara Lake can be visited either from the air **route** by taking the flight to Talcha airport of Mugu from Nepalgunj or through the Karnali Highway by bus or jeep.

**A. Match the words in column A with their meanings in column B.**

Column A

- a. mystery
- b. magnificent
- c. endangered
- d. solitude

Column B

- i. silence
- ii. going to die out
- iii. difficult to understand
- iv. grand in appearance

**B. Read the text again and write True for true and False for false statements.**

- Rara Lake is the second largest lake in Nepal.
- The visitors can also go for hiking around the Rara Lake.
- The visitors can see the images of hills in the water.
- Talcha is the nearest airport to get to Rara.

**C. Answer the following questions.**

- What are the two amazing things about the lake?
- Why is Rara one of the best destinations for trekkers and visitors?
- Make a list of the endangered animals found in Rara National Park.
- Why is the water in Rara Lake less polluted?
- How can one get to Rara Lake?

**D. Have you ever visited any lake? Share your experience.**



**Speaking**

**A. Look at the pictures and words under them. What do they mean?**

		
thin (50 pages)	thinner (30 pages)	thinnest (10 pages)
		
fast (50 km/h)	faster (70 km/h)	fastest (100 km/h)

		
heavy (5 kg)	heavier (15 kg)	heaviest (30 kg)

**B. Study these words.**

good	better	best
scary	scarier	scariest
hot	hotter	hottest
bad	worse	worst
dangerous	more dangerous	most dangerous
interesting	more interesting	most interesting
embarrassing	more embarrassing	most embarrassing
old	older	oldest
young	younger	youngest
important	more important	most important
disgusting	more disgusting	most disgusting

**The words in the second column are comparative adjectives and the words in the third column are superlative adjectives.**

**C. Work in pairs. Insert a comparative or superlative into the questions below. When finished ask and answer.**

**Student A**

- What country is ..... (good) to live in? Why?
- What is ..... (scary) movie you have watched?

- c. Is it ..... (good) to be smart and ugly or unintelligent and good-looking?
- d. What is ..... (hot) place you have ever been to?
- e. What is ..... (bad) present you have ever gotten?
- f. What is ..... (dangerous) job? Driving or farming?

### Student B

- a. Who is ..... (interesting) person you know?
- b. Which is ..... (bad) for your health: alcohol or marijuana?
- c. What is ..... (embarrassing) thing you have done recently?
- d. Which is better? To make friendship with someone who is ..... (old) or ..... (young) you?
- e. What was ..... (important) invention in history?
- f. What is ..... (disgusting) dish you have ever eaten?
- g. Which is ..... (bad): having your toe cut off, or having a leg cut off?



### Listening

#### A. Look at the picture and answer these questions.

- a. Do you know which place it is?
- b. Why do we go to this place?
- c. Can you guess what the person is talking about?



#### B. Listen to the recording again and tick the best answer.

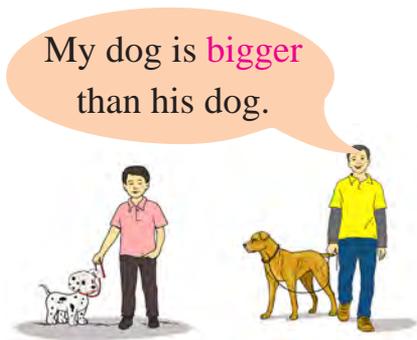
- a. Rahul is from .....
  - i. Paanch Pokhari    ii. Shanti Chowk    iii. Paanchkhal
- b. It takes ..... to reach the restaurant from Rahul's place on foot.
  - i. 15 minutes            ii. 30 minutes            iii. 10 minutes

- c. The caller ordered ..... of vegetable momo.  
 i. one plate                      ii. two plates                      iii. three plates
- d. The total amount for the food and delivery is .....:  
 i. Rs. 516                      ii. Rs. 560                      iii. Rs. 550

**C. Have you ever visited a hotel or a restaurant for your meals or breakfast? What do you like to eat there? Talk to your friends.**

**G Grammar**

**A. Look at the pictures and read the sentences.**



The horse is running **faster** than the cow.



Mt. Everest is the **tallest** mountain of the world.



All three biscuits are cheap, but the second one is the **cheapest** of all.

**B. Write the comparative and superlative forms of these adjectives.**

<b>Example:</b>	<b>young</b>	<b>younger</b>	<b>youngest</b>
small	big	tall	heavy
clean	happy	loud	large
noisy	fast	fat	thin
great	hot	cold	close
beautiful	interesting	popular	difficult

**C. Complete the following sentences using suitable forms of adjectives given in brackets.**

- a. It is ..... (hot) in summer in Kathmandu. But, Biratnagar is ..... (hot) than Kathmandu.
- b. My notebook is very ..... (clean).
- c. Which is the ..... (long) river in Nepal?
- d. All the classrooms of our school are large. But our class is the ..... (large) of all.
- e. Why are you debating with me? My jacket is ..... (warm) than yours.
- f. We wear ..... (thin) clothes in summer season.
- g. Let's see whose pencil is the ..... (long) of all.
- h. Do you know who is the ..... (tall) student of our class?



**Writing**

**A. Look at the following picture and describe it using appropriate forms of adjectives given in the box.**

tall short long big small high low thick thin



Begin like this:

This is a beautiful village. There are houses, towers, trees, flowers, and many other things in the village. The pine tree is taller than the mango tree. ....

**B. Write a description on how your classroom is different from others. Use comparative adjectives.**



## Reading II

- What do the following tables show?
- Have you ever seen like these? Where?

## Food Menu

Besisahar Chamena Griha Lamjung		Deurali Restaurant Lamjung	
Items	Price (Rs.)	Items	Price (Rs.)
Black Tea	10	Black Tea	15
Milk Tea	20	Milk Tea	25
Cold Drinks	45	Cold Drinks	45
French Fries	85	French Fries	80
Momo (Veg/Chicken)	80/120	Momo (Veg/Chicken)	75/115
Chow Mein (Veg/Chicken)	80/120	Chow Mein (Veg/Chicken)	85/125
Thakali Khana (Veg/Chicken)	120/150	Thakali Khana (Veg/Chicken)	130/180

**A. Fill in the blanks with correct information.**

- The price of milk tea is ..... in Besisahar Chamena Griha.
- Momo and ..... are cheaper in Deurali Restaurant than in Besisahar Chamena Griha.

- c. The price of ..... is same in both places.
- d. The price of veg chow mein between the two places differs by .....

**B. Which place do you choose for Thakali Khana? Why?**

**C. Prepare a menu for a restaurant or a hotel.**



### Project work

**Prepare a simple brochure or a leaflet of Rara Lake.**



### Extra bit: Adjectives

Adjectives are words that give more information about a noun or pronoun and can go in different positions in a sentence.

Most adjectives can be used in front of a noun or after a link verb like be, look or feel:

#### Examples:

They have a **beautiful** house.

We saw a very **exciting** film last night.

Their house is **beautiful**.

That film looks **interesting**.

We use comparative adjectives to show change or make comparisons and use **than** when we want to compare one thing with another:

#### Examples:

I'm feeling **happier** now.

We need a **bigger** garden.

She is two years **older than** me.

He is a **better** player **than** Ronaldo.

Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality (the tallest, the smallest, the fastest, the highest).

## Examples:

It was the **happiest** day of my life.

Everest is the **highest** mountain in the world.

That's the **best** film I have seen this year.

I have three sisters: Jan is the **oldest** and Angela is the youngest.

Forming comparatives and superlatives.

We usually add **-er** and **-est** to one-syllable words to make comparatives and superlatives:

old                      **older**                      **oldest**

If an adjective ends in **-e**, we add **-r** or **-st**:

large                      **larger**                      **largest**

If an adjective ends in a vowel and a consonant, we double the consonant:

big                      **bigger**                      **biggest**

If an adjective ends in a consonant and **-y**, we change **-y** to **-i** and add **-er** or **-est**:

happy                      **happier**                      **happiest**

We use **more** and **most** to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables:

The adjectives **good**, **bad** and **far** have irregular comparatives and superlatives:

good                      **better**                      **best**

bad                      **worse**                      **worst**

far                      **farther/further**                      **farthest/furthest**

## Getting started

A. Look at the following pictures and say what they are about.



B. Listen and sing.

Before man came to blow it right  
The wind once blew itself untaught,  
And did its loudest day and night  
In any rough place where it caught.

Man came to tell it what was wrong  
It hadn't found the place to blow;  
It blew too hard—the aim was song.  
And listen—how it ought to go!



- Robert Frost

- C. Imagine you are visiting a library. You have to follow various rules there. Can you think of some rules at a library? Talk to your friends.



## Reading I

- Have you ever been to a zoo?
- What can you do there?

### Rules and Safety Guidelines at Central Zoo

Please abide by the rules and safety guidelines.



- Visitors must stay in line at the ticket counter.
- Visitors are **obliged** to show the ticket to the zoo officials when asked.
- Visitors must not make loud noise. It disturbs the animals and other visitors.
- Plastic or plastic **products** are not allowed in the zoo **premises**.
- Pets like cats or dogs should not be brought inside.
- Alcohol and smoking are not allowed in the zoo premises. If anyone is found doing so will be punished.
- No one is allowed to tease, poke or feed animals.
- Plucking of buds, flowers and tearing the leaves are punishable.

- The litter should be kept in the bins.
- Selling of goods of any types by the visitors in the zoo premises is **prohibited**.

Zoo is a public place. It is our duty as well as **responsibility** to keep it clean and safe. Thank you.

Central Zoo  
Jawalakhel, Lalitpur  
Nepal

**A. Find the words from the text as indicated in brackets.**

- a. sound (synonym)                      b. rewardable (antonym)  
c. dirt (synonym)                        d. allowed (antonym)

**B. Write True or False against the following statements.**

- a. Zoo officials can check tickets.  
b. The visitors can bring polythene bags in the zoo.  
c. People can take pets to the zoo.  
d. Smoking is allowed in the zoo.  
e. Visitors must keep the dirt in the bins.  
f. People can do business in the zoo.

**C. Take help from your teacher or collect the information from other sources about the Central Zoo. Then, write a paragraph about it.**

**D. Which rules of the zoo do you like most? Why? Explain with reasons.**



## Speaking

### A. Read and act out the conversation in pair.



### B. Work in pairs. Talk to each other in the following situations using the structures given below.

- |                       |                 |
|-----------------------|-----------------|
| a. In a garden        | b. In a park    |
| c. In a school hostel | d. In a zoo     |
| e. In a museum        | f. In a library |

#### Structures:

- |                          |                             |
|--------------------------|-----------------------------|
| You should .....         | You shouldn't .....         |
| You are allowed to ..... | You aren't allowed to ..... |
| You can .....            | You can't .....             |



## Listening

### A. Look at the picture and answer the questions.

- What is the boy doing?
- Have you ever done this?
- Does it help to reduce pollution?



### B. Listen to the recording and tick the correct answer.

- Who is going to learn cycling?
  - Rehan
  - Sonam
  - Rehan's guardian
- What day of September does the class start?
  - 15<sup>th</sup>
  - 16<sup>th</sup>
  - 17<sup>th</sup>
- What time is the class starting?
  - 7:00 am
  - 6:55 am
  - 7:30 am

### C. Listen to the recording again and write answers.

- When did Rehan do cycling before?
- Who should sign in the form?

### D. What do you do when you like to learn something?



## Grammar

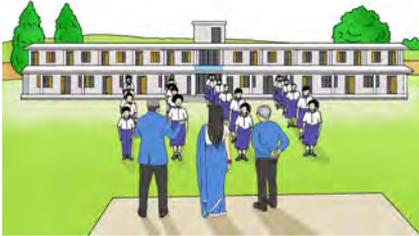
### A. Look at the pictures and read these sentences.

Let's run. We **should** help him immediately.





Dear students, you **have to** be disciplined at all times. Is it okay?



You **are not allowed to** go out of school compound without permission.

**B. Make as many sentences as possible from the table.**

We	should	throw the waste materials in the dustbin.
You	shouldn't	make noise in the class.
They	have to	play carefully in the ground.
	are allowed to	do all classwork in time.
	aren't allowed to	fight each other.
	must	clean the classroom daily.
	mustn't	eat balance diet.
		write on the wall.
		go to washroom with teacher's permission.
		play in the classroom.

**C. Choose the correct form, **have to**, **don't have to**, **mustn't**, to complete the sentences below.**

- You ..... apologise; it isn't necessary.
- You ..... tell the boss what happened, or he'll fire you.
- I ..... leave early because I am not feeling well.
- I ..... wear a tie; I do it because I like wearing ties.

- e. You ..... smoke in here; smoking is not allowed.
- f. I don't like these clothes, but I ..... wear them at work.
- g. I ..... late. It's the most important meeting of the year.
- h. You ..... go now; you can stay a bit longer.
- i. Visitors to the zoo ..... feed the animals.
- j. You ..... drive so fast; we have a lot of time.
- k. We ..... more; there's enough food.
- l. You ..... salt in her food; the doctor said she can't eat salt.

**D. Look at the following sentences and see how 'and', 'but' and 'because' are used.**

I bought a book yesterday. I bought a pen yesterday.

I bought a book **and** a pen yesterday.

He is tall. She is short.

He is tall **but** she is short.

I didn't come to school yesterday. I was ill.

I didn't come to school yesterday **because** I was ill.

**E. Choose the correct word from the brackets to complete the sentences.**

- a. She was absent yesterday ..... she was not feeling well.  
(and/because/but)
- b. She went to the coffee shop ..... had a black coffee.  
(and/because/but)
- c. He was poor ..... generous. (and/because/but)
- d. Many of us were out of classroom ..... it was tiffin time.  
(and/because/but)

- e. The teacher came into the classroom ..... started teaching. (and/because/but)



## Reading II

- a. What are these children doing?  
b. Should we follow some rules at public places? Why?

### Rules at Museum

Amit : Hi Eshika, let's visit the **museum** this Saturday if you are free.



Eshika : Wow! good idea. But does the museum open on Saturdays?

Amit : Yes, it opens on holidays and remains closed on Tuesday instead.

Eshika : Then, I am ready to go. I am **excited** to take photos with the antiques on my hand.

Amit : No, no. You are not allowed to touch any items in the museum. You should keep distance and just observe them.

Eshika : Oh! So sad. Why is that?

Amit : Those antique items are really **rare** ones. If we touch them, they may be **ruined**.

Eshika : Oh, I see. In order to save those items from being ruined, we must keep **distance** from them, right?

Amit : Yes! We have to follow certain rules while visiting there.

Eshika : Could you please tell me what we should do and what we

should not do there?

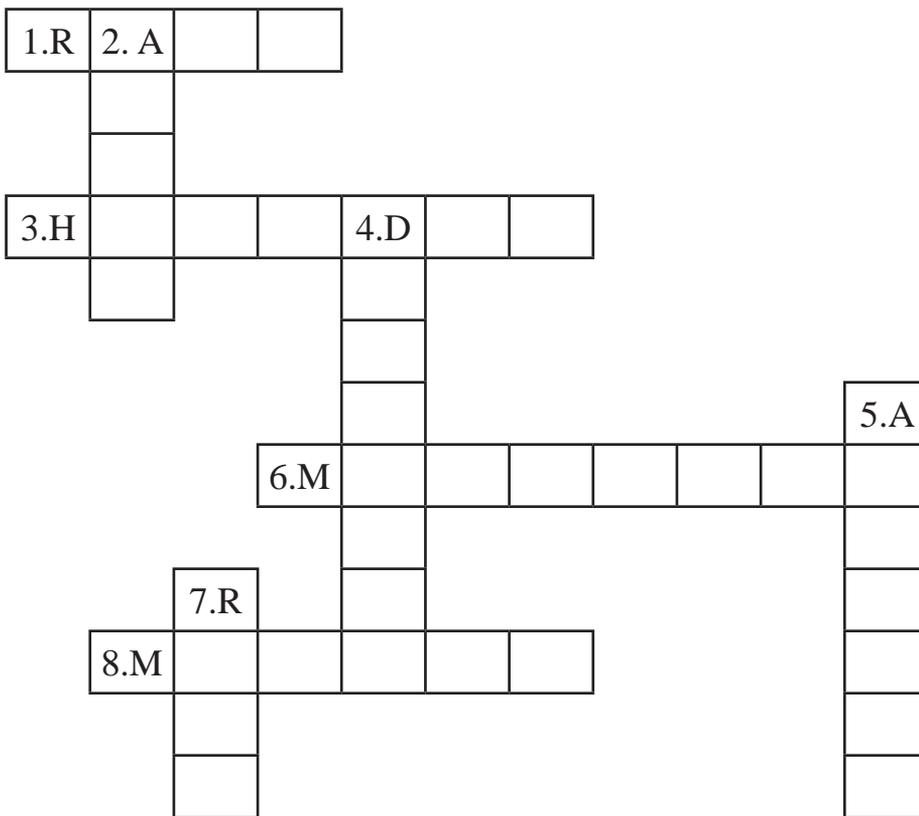
Amit : Sure. We have to **maintain** silence while visiting. Similarly, we can take photos of some items that are allowed to. We should not eat anything there.

Eshika : Thank you so much, Amit.

Amit : Ok. Then, be ready to go on coming Saturday.

Eshika : Sure.

**A. Look at the clues given below and solve the puzzle.**



**Across**

**Down**

- |  |                                       |
|--|---------------------------------------|
| 1. Not common                              | 2. Give permission                    |
| 3. No office day                           | 4. Length of space between two points |
| 6. To keep in good condition               | 5. Very old                           |
| 8. The place where historic items are kept | 7. Destroy                            |

**B. Answer the following questions.**

- a. When are Eshika and Amit going to visit the museum?
- b. How can you say that the zoo remains open for six days a week?
- c. Why does Amit tell Eshika the rules?

**C. Read the conversation once again and complete the table below.**

Things allowed to do	Things not allowed to do



**Writing**

Write a set of classroom rules and regulations with the help of your teacher.



**Project work**

Work in groups. Prepare a list of rules and regulations to be followed at school on a chart paper.



**Extra bit: have to/must/should**

A. We use **have to/must/should** + infinitive to talk about obligation, things that are necessary to do or to give advice about things that are a good idea to do.

**Examples:**

I **must** go now.

I **have to** finish my homework by today evening.

You **should** go to a doctor.

B. Study the examples and learn their meanings.

I **must** remember to buy a gift for my son. (my opinion)

You **have to** look after your wounds regularly. (doctors says so)

Do you **have to** wear a tie for school? (asking about school rules)

You **mustn't** forget to bring your book. (don't forget - you have no choice)

If you don't like him, you **don't have to** see him again. (there is no obligation to see him again, but you have a choice)

In a non-smoking area you **mustn't** smoke, but in a smoking area you **don't have to** smoke but you can if you want to.

**C. Have changes in the third person singular (he/she/it has); but must doesn't change.**

**Examples:**

She **has to** help her children.

She **must** fasten her seat-belt.

**D. Study these pairs of sentences.**

You **can** smoke here. You **are allowed to** smoke here.

You **mustn't** speak loudly. You **are not allowed to** speak loudly.

**E. Put the words in the correct order to make sentences.**

a. anyone You ! tell mustn't

b. have early there to be we .

c. Dad must to . I call remember

d. You . don't have pay to

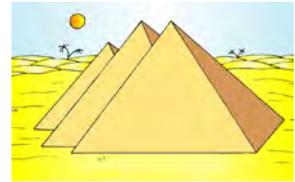
e. fruit this You try salad should !

f. class You . late mustn't for be



## Getting started

- A. Look at the pictures and discuss the answers to these questions in groups.**
- Who/what are they?
  - What benefits do we get from them?



## B. Listen and sing.

I saw the people gathered in a crowd.  
 “My job is better” shouting all aloud.  
 Some wore apron, some carried auto lens.  
 Some showed devices, controlling distance.  
 I saw the lawn with people and steps around.  
 Only few were at center with a cheering sound.  
 A huge display was blinking time and again.  
 Either to show the point or the result then.



C. What electronic gadget do you like most? What features of the gadget attract you? Tell your friends.



## Reading I

- What is the girl doing in the first picture?
- Have you ever used a mobile phone?

## Mobile Phones: Uses and Abuses

Most of us nowadays carry the world in our pocket! It is amazing but true. A mobile phone can make us connected to the rest of the world within a second. Today, mothers do not have to remain in **tension** if their sons or daughters are late. Businessmen do not have to **queue up** before a telephone booth to make an important call. Apart from making calls and sending SMS,



the mobile phone is used as a **multipurpose** gadget. It is a calculator, timepiece, calendar, voice recorder, media player, camera, gaming device, net browser and what not. Though the mobile phone is a **giant** step of technological advancement, its **abuses** cannot at all be **overlooked**. Talking or texting while driving may lead to accidents. Students misuse this tool in various ways and give way to social pollution. The invention of mobiles phones is a great achievement and plays an important part in our daily life. Its many aspects are beneficial but some are negative effects as well.

Its development brought **convenience** and advantages to the world. Communication between people has become quite easy and very fast. We can keep in contact with others from any place on the bus, in a street or in a meeting by sending a message for less than the price of a call. The Internet can be **accessed** through it and it is also used to click

photos and shoot videos.

At the same time, parents can control their children and it is **essential** during emergencies. Business deals can be done on a single call through cell phone outside the office, in a park or in any shopping center. This **invention** gets the world closer to a single point. The Internet is also available on the cell phone.

The **radiations** of mobile phones may be dangerous to health and may cause a headache, earache and **blurring** vision. These **invisible** radiations destroy the cells located in ear and head which can cause damage to the brain and **nephrons** in the head region. Its use in certain places causes disturbance sometimes, such as in a classroom etc. Mobile phones with camera are causing —privacy problems such as using it as a hidden camera to take pictures and making videos.

**A. Find words from the passage which mean the same as.**

- a. having many uses
- b. very big
- c. very important
- d. that cannot be seen

**B. Complete the following sentences appropriately.**

- a. A mobile phone is like a world in our pockets as .....
- b. The mobile phone can be used for many different purposes so it's a ..... equipment.
- c. Using mobile phones during driving can cause .....
- d. The price of a call is more expensive than sending a .....
- e. The invention of mobile phones has brought us ..... to a single point.

**C. Complete the following table.**

Benefits of mobile phones	Negative effects of mobile phones



**Speaking**

**A. Act out the following conversations.**

Purnima : Look! Who are they?

Surya : They are small children.  
They are dancing.

Purnima : Yes, you are right.



Sujan : Who are they?

Sony : They are farmers.

Sujan : Yes, They are digging in the field.



**B. Present continuous or present simple?**

I **get up** every morning at 7:00. (**NOT** I am getting up every morning at 7:00.)

She **is reading** a book now. (**NOT** She reads a book now.)

They **aren't reading** a book now. (**NOT** They don't read a book now.)

Now, use present simple or present continuous to complete the sentences. Work in pairs and take turns to ask and answer.

- a. .... (you/come) tonight?
- b. .... (he/eat) rice every day?
- c. I ..... (work) at the moment.
- d. .... (he/come) to Kathmandu often?
- e. He ..... (play) tennis now.
- f. They ..... (not/come) to the party tomorrow.
- g. He ..... (not/play) golf now.
- h. They ..... (go) to a restaurant every Saturday.

**C. Work in pairs. Take turns to ask and answer questions about the pictures.**



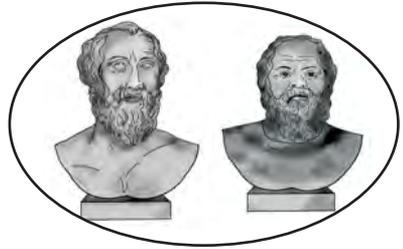
**D. Look out of the classroom. See what is happening. Say at least five things to your friends.**



## Listening

**A. Answer these questions.**

- a. Who do you think these people are?
- b. Can you name any famous person from Nepal?
- c. Why is he/she famous?



**B. Listen to the recording and match the dates with the events.**

- |           |                               |
|-----------|-------------------------------|
| a. 427 BC | i. Closing of Academy         |
| b. 385 BC | ii. Plato's birth             |
| c. 347 BC | iii. Establishment of Academy |
| d. 529 CE | iv. Plato's death             |

**C. Listen to the recording again and complete the sentences.**

- a. Plato was once sold as a .....
- b. Plato opened a ..... in Athens.
- c. The academy was the place of .....
- d. Before the death, Plato passed the responsibility of the Academy to his sister's .....

**D. Do you know a famous person in your locality? Talk about his/her life and contributions.**

## G Grammar

A. Look at the sentences below and study the use of 'is, am, are' and '-ing'.

- a. He **is dancing**.
- b. They **are playing** basketball.
- c. I **am singing** now.

B. Rewrite the sentences. Use **is, am or are** and **-ing**.

- a. She is busy. She ..... (talk) on the phone.
- b. I ..... (work) on a computer now.
- c. The man ..... (play) the *Madal* and the girls are dancing.
- d. They ..... (run) fast to win the race.
- e. The boy ..... (stand) in a queue for an hour to pay the bill.
- f. All the students ..... (do) their classwork.
- g. The green light is on now. Many people ..... (cross) the road.
- h. The man seems strong. He ..... (carry) a heavy load.
- i. My daughter is busy now. She ..... (draw) a picture.

C. Look at the pictures and read the sentences.





The sun rises in the east.



Manish is the tallest student of our class.

**D. Complete the sentences with a, an or the.**

- a. I have got ..... cap. It's beautiful.
- b. My little sister eats ..... banana everyday.
- c. Would you give me ..... orange please?
- d. Mt. Everest is ..... highest mountain in the world.
- e. .... Prime Minister is addressing the nation today.
- f. There is ..... tall tree near my house.
- g. I need ..... bottle of water.
- h. .... Karnali River is in Nepal.
- i. How far is ..... sun from the earth?
- j. Look! There is ..... cat on top of your house.
- k. I saw ..... accident on the way to my school yesterday.
- l. I drank only ..... cup of tea this morning.



## Reading II

- What facts do you know about mobile phones?
- Do you know what the fear of being without a phone is called?

The first “smartphone” was called SIMON. It supported the calendar app, address book, world clock, calculator, notepad, e-mail, fax and games. It came with a **touchscreen keyboard** and cost around \$1000.

Mobile phone throwing is an **official** sport in Finland.

The first camera phone was **released** in Japan in 2000.

Modern smartphones are more **powerful** than the **equipment** used in the Apollo 11 moon landing and they are nowadays used as cheap satellites.

The average person **unlocks** their smartphone at least 110 times every day.

The first phone call was made in April, 1973, while the first text message was sent out in December, 1992.

The fear of being without a mobile phone or losing signal is called “nomophobia.”

Scientists have developed a way to charge mobile phones using **urine**.

The first **commercial** phone weighed around 2.5 pounds; the average weight of smartphones today is around 250 gram.

People can **suffer** from “ringxiety” when they hear (or feel) their mobile phone ringing when it’s not.

One ton of mobile phone waste contains 60 times more gold than one ton of gold **ore**.



**A. Complete the sentences with correct words from the box.**

official	keyboard	signal	powerful	suffer
----------	----------	--------	----------	--------

- a. Public opinion is a ..... force.
- b. Her cell phone had no ..... so she couldn't call you yesterday.
- c. Farmers ..... when they do not have reliable markets for their goods.
- d. My ..... is not working. I can't type on the computer.
- e. The Nepali prime minister's ..... residence lies in Baluwatar, Kathmandu.

**B. Answer the following questions.**

- f. What was the price of the first smartphone 'SIMON'?
- g. When was the first phone call made?
- h. Which are lighter: smartphones or old phones?
- i. What interesting technology have the scientists developed to charge mobile phones?
- j. Where do most adults keep their smartphones?
- k. How many people own mobile phones?

**C. Work in two groups. Make questions based on the above infographics and organize a quiz.**



## Writing

### A. Rewrite the given paragraph correcting the errors.

in 1862 he built a small factory to manufacture Nitroglycerin in 1863 he invented a practical detonator later he invented an improved detonator called blasting cap in 1865 he became very famous for this invention similarly in the year 1870-80 alfred built a network of factories throughout europe to manufacture dynamite called blasting gelatin which he patented

### B. Look at the picture and write what is happening there.



Example: People are walking around the park.

### C. Write a short description of your mobile phone/radio/television.



## Project work

Draw a picture of your village/town. Describe it to your friends.



## Extra bit: Word class I

A **determiner** is a word that comes before a noun or noun phrase and determines whether it is general or specific, its quantity, who it belongs to and more.

**Example:** **The** teacher asked me **a** question.

**This** is **a** story book.

**There** are some biscuits for you.

Do you have enough flour to make **the** bread?

A **pronoun** is a word that replaces a noun.

**Example:** Ramesh is very helpful. **He** is helping us not you.

Sarah said **she** is almost finished with the application.

A **preposition** is a word that shows relationships of a noun/pronoun to other words.

**Example:** The book is **on** the table.

My house is **in front of** the temple.

My father is **in** the kitchen. He is cooking food.

A **conjunction** is a word that connects two words, phrases and clauses.

**Example:** He went home **and** had his meal.

**Before** he leaves, make sure his room is clean.

I drank a glass of water **because** I was thirsty.

An **interjection** is a word or expression that conveys a strong emotion, such as surprise, grief or joy. It usually appears in dialogues. Interjections are usually used with an exclamation point (!) or set off with comma.

**Example:** **Wow!** What a game!



## Getting started

A. Look at the pictures and say what they might be saying.



B. Listen and sing.

Sorry my friend if I hurt you  
 My parents and the teachers too  
 I am sorry for all my ignorance  
 Known, unknown I did hence.  
 Forgive me earth if I exploit a lot  
 If not satisfied still what I have got  
 I promise not to hurt you any more  
 And stand here to thank you therefore.



C. How do you say sorry when you make mistakes? Do you remember an event when you said sorry recently? Talk to your friends.



## Reading I

- Where are the people in the first picture going to?
- Who is different in the first picture? Who is he?
- Is the woman in the third picture the same as in the second picture?

# Forgiveness of the King

Once upon a time, there was a king. One day, he was on a tour with his ministers, including his **royal** security and courtiers.



He was taking a rest under the **shade** of a mango tree in a mango garden. Suddenly, a stone hit him on his forehead. It started bleeding immediately.

The king had no idea who threw the stone at him. He was experiencing an **intolerable** pain. The security left to find the person who threw the stone. After a long search, they found only an old lady there. They asked if she had thrown any stone recently.

“Yes,” she replied. “I **threw** a stone at the mango tree.”

They asked her, “Did you throw any stone at the king?” The woman didn't answer but turned pale. The woman was arrested and presented before the king.



She **trembled** with **immense** fear and prayed that they would not kill her. She saw the blood flowing down the king's face. After seeing this,

she became more upset and felt hopeless. “What will happen to me?” she thought.

The king, very calmly asked her, “Did you throw the stone at me?”

She replied, “Your Majesty, I threw the stone at the mango tree.”



“Why?” the king asked.

She explained in fear, “Your Majesty, my child has been starving for two days. I was collecting food for him but could not find any. I hoped if I threw the stone at the mango tree, a mango would fall and I could feed my son. Your majesty, the stone hit you by mistake.”

The woman bowed down before the king begging an excuse for her mistake. The king was kind-hearted, so he understood the situation very well. He forgave her mistake and ordered his security **personnel** not to punish her. Instead, he ordered them to give her some money and food.

**A. Rewrite the following sentences in the correct order.**

- a. The securities went to find the person throwing the stone.
- b. The king took a rest under the shade of a mango tree.
- c. The woman bowed down before the king begging pardon for her mistake.
- d. They found an old lady nearby.
- e. The king ordered his staff to give her money and food.
- f. Suddenly, the king got hit on his forehead.

**B. Read the story again and write True or False.**

- a. The king was out for hunting with his security personnel.
- b. The old woman was working in the field.
- c. The king's guards told her that she would be punished.
- d. The security personnel brought her son in the palace.
- e. The woman's son was very hungry.
- f. At the end, the old woman was beaten badly by the guards.

**C. Answer the following questions.**

- a. Where did the king have a rest?
- b. Where exactly did he get hit by a stone?
- c. Why was the old woman afraid of the king?
- d. How can you say that the woman was honest?

**D. What would you do if you were the king? Would you punish the woman or let her go? Explain with your opinion.**



**Speaking**

**A. Act out the following conversations.**

Nurse : Excuse me!

Boy : Yes, please!

Nurse : This is the silent zone. Will you please be quiet?

Boy : Oh, I am sorry. I didn't see any sign here.



Srijana : Excuse me!  
 Bikas : Yes, please!  
 Srijana : Will you please read silently? I am doing my classwork.  
 Bikas : I am extremely sorry. I didn't realize that.



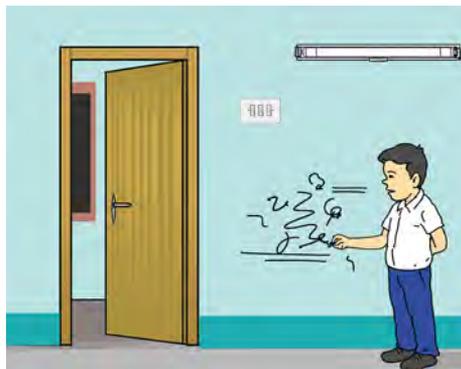
**B. How do you say sorry in the following situations?**

You kept someone who is phoning you on hold for a long time.	You are phoning someone again to ask another question.	You have arrived late at a restaurant.	You need someone to move so you can get off the bus.
You have spilt someone's drink.	You spilled your drink on your own clothes.	A customer has just shown you a dirty spoon.	A waiter brought you the wrong food.

**Now, look at the apologies. Match them with the situations.**

I'm sorry, but this isn't what I ordered.	I'm sorry, but this isn't what I ordered.	Whoops.	I'm terribly sorry. Let me buy you another one.
Excuse me, can I just...	Sorry I'm late. Have you been waiting long?	Sorry to bother you again, but there's one more thing I don't understand.	Sorry to keep you waiting.

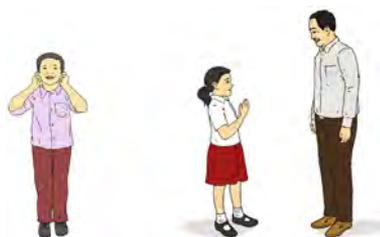
**C. Work in pairs. Take turns to talk to each other in the following situations.**



## Listening

**A. Look at the picture and answer these questions.**

- What are the people doing in the picture?
- Do you say sorry when you make any mistake?
- What phrases do you use when you say sorry?



**B. Listen to the recording and answer the questions.**

- a. What was the party for?
- b. What had happened to the speaker's dad?
- c. What did the speaker invite Nirmala for?
- d. Where is the restaurant?
- e. Who will go to the restaurant besides the speaker and Nirmala?

**C. Write as many words/phrases as you remember from the recording that the speaker has used for saying sorry. Compare your answer with others.**



## Grammar

**A. Study the following pairs of sentences.**

- a. I **have** an extra pencil.  
I **don't/do not have** an extra pencil.
- b. I **have** completed it.  
I **haven't/have not completed** it.
- c. She **saw** me at the cinema.  
She **didn't/did not see** me at the cinema.
- d. She **spends** a lot of money.  
She **doesn't/does not spend** a lot of money.

**B. Change the following sentences into negative.**

- a. He seems very happy.
- b. She was present at the party.
- c. We have talked about it.
- d. They are playing cricket.

- e. My mother helped me in the kitchen yesterday.
- f. The teacher is teaching grammar.
- g. I can finish the work in time.
- h. I am prepared to do this task.
- i. We have seen him there.
- j. My sister bought a car last week.
- k. They sent him to the market to buy fruits.



## Reading II

- a. What is the following text?
- b. Who has written this to whom?

March 18<sup>th</sup>.

19 Burns Avenue, Peebles, Scotland.

Dear Ms. Shaw,

Thank you for your letter. I'm sorry to hear you're having problems with the **flat**. I can't **solve** them all. But I'll try to be helpful.

1. *Furniture* You liked it when you **moved in**! You told me so! But now you've changed your mind. Well, I'm sorry I can't help you there.
2. *Heating* I agree the flat can be cold in winter. I lived there myself for twenty years, so I know! But I always used electric fires and I'm afraid you must do the same. But get someone to look at the windows, by all means.
3. *Kitchen* Yes, it probably does need painting. Your idea is a good one. Please buy the paint and send me the bill. But make sure you choose a **suitable** colour (nothing too 'modern' please). And why not do the bathroom at the same time!

I'm sorry I can't come to **inspect** the flat personally, but I do live rather a long way off, you know.

Yours sincerely,  
Janet MacDonald

**A. Find these words from the letter for these meanings.**

- a. find the answer to
- b. right for
- c. look at carefully

**B. Answer the following questions.**

- a. Is Mrs. MacDonald going to help with the furniture?
- b. How long did she live in the flat?
- c. What suggestion has she given to Ms. Shaw to keep the flat warm?
- d. Who is going to pay for the painting?
- e. Is Mrs. MacDonald coming to London to see the flat?

**C. Complete these sentences, using the words in the box.**

central heating	electric	modern	problems	suitable
condition	mind	prepared	replacing	work

- a. That ..... fire is no use. It doesn't ..... properly.
- b. That ..... isn't really ..... for this old flat.
- c. The ..... is a bit of a problem. It's in such bad .....
- d. You offered to help me solve some of these ..... Why did you change your ..... ?

- e. The whole house needs painting and most of the furniture needs ..... Are you ..... to pay for it?



## Writing

Write an apology letter/email to your friend for misbehaving him/her at school. Assure him/her that you will not repeat it again.



## Project work

Go to the computer lab. Get help from the teacher and write an email to your teacher expressing apology for not being able to attend his class the previous day.



## Extra bit: Word class II

A **Noun** is a word that names a person (teacher), thing (pencil), animal (cat), place (Kathmandu) or abstract idea (love). Anything in the universe has a name, and as there are many things in the universe, nouns comprise the largest group of words in English.

**Example:** Mohan has a pen.

A **verb** is a word that expresses an action (to run), occurrence (to happen), or state of being (to appear). Verbs comprise the third largest group of words in English and appear in any sentence as a major part. Verbs also indicate time (past, present, future) and are used with many verb tenses.

**Example:** She wrote a letter.

An **adjective** is a word that modifies (describes) a noun or pronoun. Adjectives comprise the second largest group of words in English. Adjectives inform about the qualities and features of people, things or concepts (big, strong, beautiful).

**Example:** She is a **good** girl.

An **adverb** is a type of word that has many uses in English. It can modify (describe) a verb, an adjective, another adverb, or a whole sentence.

**Example:** He was **badly** hurt in the accident.



## Getting started

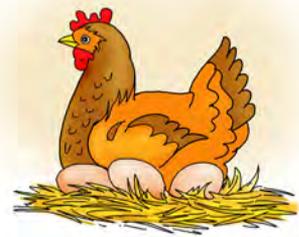
### A. Look at the pictures and answer the questions.

- What are they doing?
- Can you do these activities?
- Do you need other's help to do so?



### B. Listen and sing.

A hen can lay a big brown egg.  
A hen can stand on just one leg.  
A hen can run, a hen can walk.  
A hen can say, "Bawk, bawk, bawk".  
But do you know what a hen can't do?  
A hen can't read and write like you.



### C. Tell your friends what you can and can not do.



## Reading I

- What is happening in the second picture?
- How does it affect the bird?

### The Baby Quail

Once upon a time, the **Enlightened** Being was born as a tiny **quail**. Although he had little feet and wings, he could not yet walk or fly. His parents worked hard for feeding him.

One day, there occurred a big forest fire. All the birds who were able, flew away at the first sign of smoke. As the fire spread, and got closer and closer to the nest of the baby quail, his parents remained with him. Finally, the fire got so close that they too had to fly away to save their lives.



All the trees, big and small, were burning and **crackling** with a loud noise. The little quail saw that everything was being destroyed by the fire. He could do nothing to save himself. At that moment, it seemed that he was helpless.

Then, the thoughts came to his mind, “My parents loved me very much. Unselfishly, they built a nest for me, and then fed me without greed. When the fire came, they remained with me until the last moment. All the other birds had already flown away a long time before.”

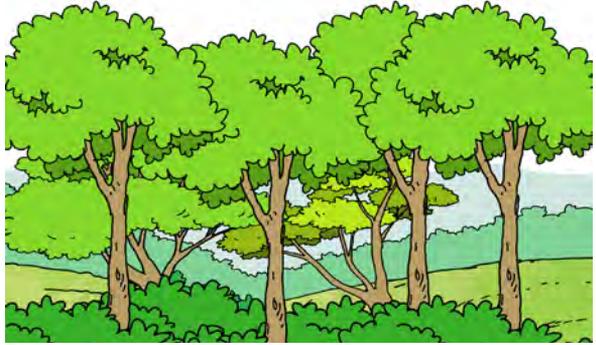


“My parents’ **kindness** was so great. They stayed and risked their lives but still they were helpless to save me. Since they could not carry me, they were forced to fly away alone. Wherever they are, I thank them for loving me so much. I hope with all my heart, they will be safe, well and happy.”



“Now, I am all alone. There is no one I can go for help. I have wings, but I can not fly away. I have feet, but I can not run away. But I can still think. All I have left to use is my mind. The only beings I have known in my short life were my parents.”

Then, the bird felt an **amazing miracle** within his little body. The Enlightened Being within the bird became active and the bird felt powerful. It got the godly power of wish.



So, the little bird wished, “May this land **exist** with the power of truth. May all birds and other beings, who are still trapped by the fire, be saved. And may this spot be safe from fire for a million years!”

And so happened what the bird wished.

**A. Complete the following sentences with the words from the text which have similar meanings to the words in brackets.**

- a. The fire got so ..... (**nearer**) that the parent birds had to fly away too.
- b. All the trees were burning and crackling with a loud ..... (**sound**).

- c. The quail's parents risked their lives to save him, but they were ..... (**powerless**)
- d. The quail felt ..... (**surprising**) change in his body.
- e. The tiny quail wished for the spot to be ..... (**out of danger**) from fire forever.

**B. Answer the following questions.**

- a. Who was born as a tiny quail?
- b. Why did all the birds fly away from the forest?
- c. Why did the bird's parents have to fly away without the little bird?
- d. What was the amazing miracle?
- e. Was the little bird's wish fulfilled?
- f. How do you feel about the little bird's parents?

**C. Have you ever seen a forest fire? How do you feel about it? Share your feelings.**

 **Speaking**

**A. Act out in pairs. Take turns to ask and answer.**



**B. What can they do? Ask and answer.**



**Now, work in pairs. Take turns to ask and answer as in the example.**

**A: Can you play football?**

**B: Yes, I can./No, I can't.**

**C. Observe the table below. Say what they can and can't do.**

	Madan	Ashim	Aarim	Nima
play table tennis	√	√	×	√
ride a bike	√	×	√	×
type fast	√	√	√	×
speak Newari	×	×	×	√

**D. Work in pairs. Think of four questions to ask your friends to find out what he/she can do. Ask them and find out what they can do. Then, tell the class what they can do.**



## Listening

### A. Look at the picture and answer these questions.

- What do you see in the picture?
- What are the people talking about?
- What do you do to meet a doctor?



### B. Listen to the recording and write 'True' or 'False'.

- Pemba and Phurba are talking in the morning.
- Pemba wants to see a doctor.
- Raghu Yadav is a doctor.
- The doctor is available on Tuesday morning.

### C. Listen to the recording again and complete the sentences.

- Phurba works in a/an .....
- The best time for Phurba is .....
- Pemba wants to ..... Phurba's name.

### D. Have you ever been to a hospital? Share your experience with your friends.



**A. Study the following sentences.**

He was absent yesterday in the class **because** he was sick. (*The reason is not known to the listener and is to be emphasized.*)

**As** we lost the quarterfinal game, we could not qualify for the semi-final. (*The reason is not new to the listener and focus is more on result than the reason.*)

Amar is awarded **because of** his honesty.

**Since** I was hungry, I wanted to eat something first.

**As** he wasn't ready, we went without him.

**B. Complete the following sentences using the words given in the box.**

<b>because</b>	<b>since</b>	<b>because of</b>	<b>as</b>
----------------	--------------	-------------------	-----------

- a. I could not come to office in time ..... the traffic jam.
- b. We spoke quietly ..... we didn't want Raju to hear.
- c. He got success ..... his hard work.
- d. .... there was a rumor of public holiday, many students are absent today.
- e. .... I was away from home the whole day, the water is less consumed.
- f. He could not finish the work ..... he was busy in other work.
- g. .... everyone already knows each other, there is no need for introduction.

**C. Join the following pairs of sentences using the words from the brackets.**

- a. You don't see the vehicles on the road. There is a strike. (because of)

- b. All the staff respect him. He is honest. (because)
- c. She behaves well. Everyone wants to meet her. (since)
- d. It was a beautiful day. We decided to have a picnic. (as)
- e. All the seats on the train were taken. We had to stand. (since)



## Writing

### A. Rewrite the following sentences in correct order to make an interesting story. Give it a suitable title too.

- a. The lion became angry and jumped to kill it.
- b. The rabbit reached late.
- c. The lion was killed.
- d. A lion was the king of that forest.
- e. There came the turn of a rabbit.
- f. The rabbit told the lion that there was another king in the forest.
- g. All animals became happy.
- h. The rabbit took the lion to a deep well and showed the lion's own image into the water.
- i. Once upon a time, there was a dense forest.
- j. The lion ordered the animals to come in front of it turn by turn so that it would eat them.

### B. Write a paragraph about an interesting event of your life.



### a. When and why do you feel sorrow?

## On Another's Sorrow

Can I see another's **woe**,  
And not be in **sorrow** too?  
Can I see another's **grief**,  
And not seek for kind **relief**?

Can I see a falling tear,  
And not feel my sorrow's share?  
Can a father see his child  
Weep, nor be with sorrow filled?

Can a mother sit and hear  
An infant **groan**, an infant fear?  
No, no! Never can it be!  
Never, never can it be!

And can he who smiles on all  
Hear the **wren** with sorrows small,  
Hear the small bird's grief and care,  
Hear the woes that **infants** bear.

And not sit beside the nest,  
Pouring **pity** in their breast,  
And not sit the **cradle** near,  
Weeping tear on infant's tear?

And not sit both night and day,  
**Wiping** all our tears away?  
O no! Never can it be!  
Never, never can it be!



-William Blake

**A. Complete the table with the rhyming words from the poem.**

Words	Rhyming words from the poem
hear	
rest	
hay	
tall	
leaf	

**B. Answer the following questions.**

- What can a father and a mother not do?
- How does a bird show pity on its baby?



**Project work**

**Work in groups. Draw a set of pictures for the story given in ‘A’ in the writing section above. Display it in the class.**



**Extra bit: Verb forms in different tenses**

Present simple	I <b>work</b> hard.
Present continuous	I <b>am writing</b> a poem.
Present perfect	I <b>have painted</b> a picture.
Present perfect continuous	I <b>have been living</b> here for seven years.
Past simple	I <b>went</b> to the zoo yesterday.
Past continuous	I <b>was dancing</b> at this time yesterday.
Past perfect	I <b>had slept</b> when she arrived.
Past perfect continuous	I <b>had been singing</b> for an hour when he left.
Future simple	I <b>will work</b> hard next year.
Future continuous	I <b>will be taking</b> an exam at this time tomorrow.
Future perfect	I <b>will have completed</b> the poem by 10 am tomorrow.
Future perfect continuous	I <b>will have been working</b> on this book for three months by tomorrow.

# Unit 14



## Getting started

A. Look at the pictures and say what units they indicate.



B. Listen and sing.

“Come, little leaves”, said the wind one day,  
“Come to the meadows with me and play;  
Put on your dresses of red and gold,  
For summer is past, and the days grow cold.”



Soon as the leaves heard the wind’s loud call,  
Down they came fluttering one and all;  
Over the meadows they danced and flew,  
All singing the soft little songs they knew.

-George Cooper

C. Look around your class for a minute. What objects do you see?  
Talk about their uses too.



## Reading I

- Have you ever seen a chart like the following?
- Where do you see this?

<b>All in One Store</b>		
<b>Price List</b>		
<b>S.N.</b>	<b>Items</b>	<b>Price/kg. NRs.</b>
<b>Rice Items</b>		
1	Pokhreli Rice	80
2	Jira Masino Rice	80
3	Indian Basmati Rice	100
4	Mansuli Rice	65
5	Sona Mansuli Rice	60
6	Taichin Beaten Rice	120
7	Normal Beaten Rice	70
<b>Daal Items</b>		
8	Big Black Gram (Big Mas)	160
9	Small Black Gram (Small Mas)	150
10	Big Green Gram (Big Moong)	160
11	Red Lentil (Musuro) No. 1	130
12	Red Lentil (Musuro) No. 2	120
13	Split Red Gram (Rahar)	180
14	Split Bengal Gram (Chana Daal)	160

**A. Write True or False.**

- a. Pokhrela Rice is the most expensive rice item.
- b. Mansuli Rice is cheaper than Sona Mansuli Rice.
- c. Normal Beaten Rice is cheaper than Taichin Beaten Rice.
- d. Red Lentil No.1 is less expensive than Red Lentil No.2.
- e. Split Red Gram is the most expensive Daal item.

**B. Answer the following questions.**

- a. Which shop does the price chart belong to?
- b. Which beaten rice will you buy if you have only 100 rupees?
- c. Which Daal items have equal price?
- d. How many Daal items are available in the shop?

**C. Ask your parents about the price of food items at your home and make a price chart.**



**Speaking**

**A. Look at the pictures and fill in with 'How much' or 'How many' to complete the questions below. Then, answer the questions with true information about yourself.**



Example: **How many** pens do you have?

- a. .... can you eat?
- b. .... are there in your pocket?

- c. .... do you listen to?
- d. .... did it fall in the morning?
- e. .... are you wearing?
- f. .... do you have?
- g. .... do you drink a day?

**Now, ask and answer questions with your partner.**

**Work in pairs. Ask and answer the questions with ‘How much....?’ or ‘How many ....?’ based on the pictures given below.**

**Example:**

A: How many computers do you have?

B: I have only one computer.



**B. Work in pairs. Ask and answer questions about different things you have. Use ‘How many...?’ or ‘How much...?’**



## Listening

A. Look at the picture and answer the questions.



- What are the people doing there?
- Is there any place like this in your locality?
- What do you do there?

B. Listen to the recording and complete the table.

Vegetable item	Price (Rs./kg)
Cabbage	-----
-----	30
Broccoli	-----
-----	50
Cauliflower	-----
Lady's finger	-----
-----	65

C. What stationery items do you have? Prepare a price list of the items.

## Grammar

### A. Study the following sentences.

I saw **many wild animals** when I visited Chitwan National Park.

There is **not much water** in the bucket.

Is there **any delicious food**? I am feeling hungry.

I have **no time** to cook.

Last night, I read **a few pages**.

### B. Choose the correct options from the brackets to complete the paragraph.

I'm not a very good cook because I don't have ..... (much/many) time. During the week, I don't make ..... (any/no) meals except breakfast. I usually have ..... (a/some) toast and a ..... (few/little orange juice). At the weekend, I sometimes help to make lunch; but I don't know ..... (much/many) good recipe. So, I just follow my sister's instructions. She is a great cook and makes ..... (many/a lot of) really nice food.

### C. Complete the sentence using appropriate phrases from the box to indicate the quantity.

few people	many good friends	three big rivers
many metropolitan cities	any outdoor game	three birds
many colourful butterflies	many countries	

- Do you know how ..... are there in Nepal?
- I often visit the garden to see .....
- Don't you want to play .....
- Although the song was beautiful, only a ..... were listening to it.
- How ..... are there in South Asia?
- Can you name any ..... of Nepal?

- g. There are ..... flying in the sky.  
 h. I am proud of having .....



## Writing

### A. Read the report based on the given information in the table.

S.N.	Items	Price/kg NRs.
1	Pokhreli Rice	80
2	Jira Masino Rice	80
3	Indian Basmati Rice	100
4	Mansuli Rice	65
5	Sona Mansuli Rice	60
6	Taichin Beaten Rice	120
7	Normal Beaten Rice	70

The table gives information about the price of rice items. The price of Pokhreli Rice and Jira Masino Rice is equal. It's NRs 80 per kg. Indian Basmati Rice costs NRs 100 per kg whereas Mansuli Rice costs NRs 65 per kg. Sona Mansuli Rice costs NRs 60 per kg. The price of Taichin Beaten Rice and Normal Beaten Rice is NRs 120 and NRs 70, respectively.

Different items of rice have different prices. Indian Basmati is costlier than Pokhreli and Jira Masino. Sona Mansuli is cheaper than Mansuli. Taichin Beaten Rice has higher price than that of Normal Beaten Rice. Taichin Beaten Rice is the most expensive item and Sona Mansuli is the cheapest one.

**B. Now, write a similar paragraph based on the given information in the table below.**

S.N.	Items	Price NRs.
1	Pilot pen	80
2	Gel pen	30
3	Pencil box	100
4	Geometry box	150
5	Ruler	40
6	Marker	50



## Reading II

a. What is this text?

**Hurry Up! 20% Discount Offer for Two Weeks on the Occasion Of New Year.**

The advertisement shows the following items and prices:

- Colored pencils: Rs. 90
- Two pens: Rs. 20
- Two exercise books: Rs. 50
- Pencil case: Rs. 75
- Calculator: Rs. 350

A large red banner in the center of the advertisement displays a **-20%** discount offer.

**A. Answer the following questions.**

a. What is the special offer?

- b. How long does the discount offer remain?
- c. Which is the cheapest item?
- d. Which is the most expensive item?

**B. What do you mean by discount? Talk to your friends.**



**Project work**

**Make groups of five and go to a grocery store nearby. Ask the shopkeeper the price of any 10 items available there. Make a chart and compare your chart with others.**



**Extra bit: Common multiword verbs with their meanings**

clean up (make clean)	put on (dress)	check out (leave)
fill in (supply information)	set up (arrange)	get away (escape)
fill out (complete a form)	try out (test)	get together (meet)
give back (return)	take off (undress)	get up (arise)
hand in (submit)	turn off (deactivate)	shut up (stop talking)
hand over (give sth to sb)	turn on (activate)	slip up (make a mistake)
hold up (delay)	wrap up (finish)	break down (stop functioning)
line up (form in a line)	bump into (encounter)	end up (finish)
look over (examine)	look after (care)	grow up (increase)
look up (find information)	bend over (incline body forward)	pass away (die)
point out (indicate)	check in (register)	show up (appear)



## Getting started

A. Look at the pictures and say what may happen next.



B. Listen and sing.

There may be chaos still around the world,  
 This little world that in my thinking lies;  
 For mine own bosom is the paradise  
 Where all my life's fair visions are unfurled.  
 Within my nature's shell I slumber curled,  
 Unmindful of the changing outer skies,  
 Where now, perchance, some new-born Eros flies,  
 Or some old Cronos from his throne is hurled.



- George Santayana

C. Go outside and look at the sky. What does it look like? Is it likely to rain or will there be a sunshine? Share it to the class.



## Reading I

- What animals do you see in the picture?
- What happened to the men in the last two pictures?

### The Musicians of Ilam

“Come on!” shouted the man. His donkey had worked hard for many years. Now, it was old. “I won’t feed a useless old donkey like you,” the man said.

“I’ll go to Ilam. I like music. I can join a **band**. I can be a **musician**,” thought the donkey.

On the road, he saw an old, tired dog. “My master is going to kill me,” the dog said.

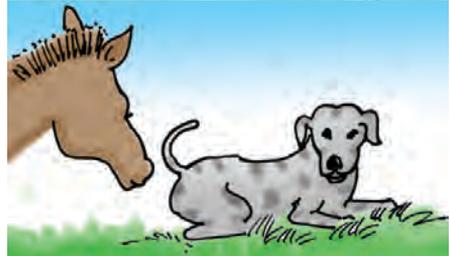
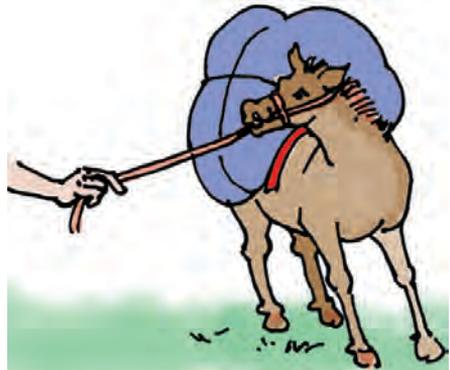
“Come with me to Ilam,” said the donkey.

On the way, they saw a cat. “I am too old to catch mice. My mistress won’t feed me,” she said.

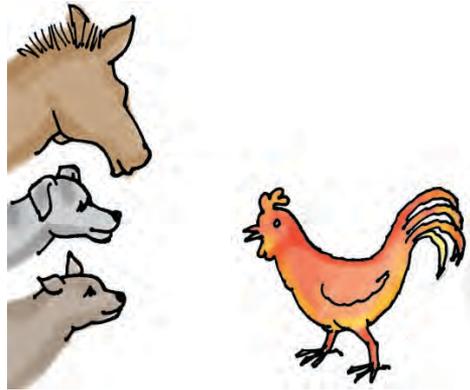
“Come with us. We are going to be musicians in Ilam,” said the donkey and the dog. So, the cat joined them.

Soon they saw a cock.

“Tomorrow, my mistress is going to eat me,” he **crowed** sadly. “Don’t worry,” said the donkey, the dog and the cat. “Come with us to Ilam.”



So, the four friends went along the road to Ilam. When it was dark, they were in a big forest. They could see a small light. They walked towards the light. They came to a small house.



They looked inside. There was a **gang** of thieves sitting round a table. They were eating a big meal, and laughing and talking. “How can we get a meal like that?” said the animals. They made a plan.



Silently, they climbed on each other’s back. Then, they all began to make noises. The donkey **brayed**, the dog barked, the cat miaowed and the cock crowed. And they jumped through the window. The thieves were terrified. They ran away into the forest.



The four friends sat down at the table and ate the wonderful meal.

Then, they put out the light and went to sleep. The cock sat on the beam over the door. The cat lay near the fire. The dog lay behind the door. The donkey lay on straw in the front yard.

The thieves were in the forest. They saw the light go out. Everything was quiet. “Why were we so **frightened**? Why did we run away?” they said. “I’ll go and look at the house,” said one of them. He went quietly

to the house and opened the door.

He saw the cat's bright eyes. He thought it was a fire. He poked his candle in the cat's eyes. He thought he could light the candle. The cat jumped up and scratched him with her claws. The thief ran back to the door. He stepped on the dog in the dark. The dog bit his leg. The thief **stumbled** across the yard. The donkey kicked him. And the cock flew down, screeching, 'cock-a- doodle-dooo!'

The poor thief limped back into the forest. "What happened to you?" the other thieves asked. "Oh dear!" he said. "There is a witch in the house. She scratched my face. There is a man with a knife behind the door. He **stabbed** me in the leg. In the yard, there is a big monster.

It hit me with a big stick. And there is a judge who shouted "Bring the thief to me." I ran away as fast as I could.

After this, the thieves went far away. They never came back. Then, what did the four friends do? They never went to Ilam. The four good friends lived happily together in the same house in the forest for ever.



#### A. Find the words from the story for these meanings.

- a member of a music band
- very frightened
- a big and long piece of wood for holding a roof

- d. pushed somebody with a stick or finger
- e. made marks with something sharp
- f. to nearly fell over

**B. Read the story again and write short answers.**

- a. Why was the donkey upset?
- b. What were the thieves doing in the house?
- c. Why were the thieves terrified?
- d. Where did the cock and the dog sleep?
- e. Why did a thief poke his candle in the cat's eyes?
- f. What could be the other suitable titles to the story?

**C. Why are the masters of the donkey and the dog neglecting them? Give your reasons.**



**Speaking**

**A. Look at the pictures and guess what may/might happen. There are two examples.**



I think it **may** rain today.



The bus **might** hit the man.



 **Listening**

**A. Look at the picture and guess the answers.**

- a. Do you know the name of the equipment?
- b. What is its function?



**B. Fill in the blanks with the correct words.**

- a. .... is the host of the programme.
- b. Dr. Ali is a famous .....
- c. The weather will improve in most of the ..... tomorrow.
- d. There is a possibility of rainfall in the ..... hills.
- e. The weather of the Terai will be ..... at the weekend.

**C. Listen to the weather report in the evening. What will be the weather of your province tomorrow? Note down the weather.**

### A. Study the following sentences.

I am not sure, but I **may come** to meet you tomorrow.

It's cloudy. It **might rain** today.

He is in school uniform. So, he **must** be a student.

### B. Fill in the blanks with **may, might and must**.

a. You ..... feel nervous while performing on the stage.

b. He is working very hard. He ..... pass the exam.

c. They are not at home today. They ..... have gone to college.

d. The sky is cloudy. It ..... rain in the evening.

e. He has a gun in his hand and he is in uniform. He .....  
be a policeman.

f. All the students are playing in the ground. It ..... be the  
lunch break.

g. She is a middle-aged woman. She is carrying a baby. So, she  
..... be the mother of the baby.

h. I am free tomorrow. I ..... play football.

### C. Study the given examples and complete the sentences using 'will' and the appropriate verbs.

**Example:** They **will come** back home soon.

He **will win** the race.

a. She ..... to meet her sister.

b. Don't be sad. You ..... good time.

c. I think I ..... to Pokhara next month.

d. May be, I ..... to your party.

e. Perhaps, I ..... for a while.

f. Don't worry. I ..... you.

g. I hope you ..... with me tomorrow.



## Writing

### A. Rewrite the following paragraph correctly.

saroj is an honest boy he reads in nepal secondary school in grade six he has many friends in school Some of his friends are: sonu muna sujai and bibhan All of his friends are hard working one day his sister told him not to be late for home. He replied: "Sure, I will be in time

### B. The population of the world is growing rapidly these days. Think of the problems the growing population will create in near future? Write a paragraph about it. Use the clues given in the box.

- cost of living - diseases - deforestation - pollution - other problems



## Reading II

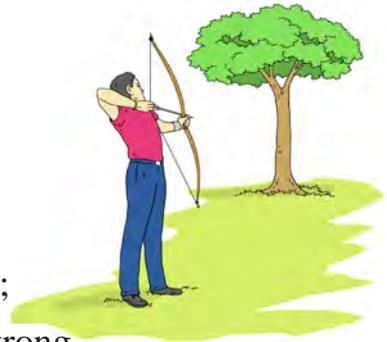
### a. What is the man doing in the picture?

# The Arrow and the Song

I **shot** an arrow into the air,  
It fell to earth, I knew not where;  
For, so **swiftly** it flew, the sight  
Could not **follow** it in its flight.

I breathed a song into the air,  
It fell to earth, I knew not where;  
For who has sight so **keen** and strong  
That it can follow the flight of song?

Long, long afterward, in an **oak**  
I found the arrow, still **unbroke**;  
And the song, from beginning to end,  
I found again in the heart of a friend.



- Henry W. Longfellow

**A. Read the poem and write True or False.**

- a. The poet knew where the arrow had gone.
- b. The arrow was found by others.
- c. The poet found his arrow unbroken.

**B. Answer the following questions.**

- a. Where did the poet shoot the arrow?
- b. Did the poet know where the arrow fell?
- c. Where did the song fall?
- d. Did the poet find the arrow soon?
- e. Where did the poet find the arrow?
- f. Where did the poet find the song?



**Project work**

Collect the pictures of musical instruments and paste them on the cardboard paper with their names and present it to the class.



**Extra bit: may, might and must for probability**

- May and might: when we are not sure about something in the present or future.  
She is not here yet. She **might** be stuck in traffic.  
Jack **may** be coming to see us tomorrow.  
I **might** see you tomorrow.
- Must: when we feel sure that something is true or it's the only realistic possibility.  
This **must** be her house. I can see her car in the garage.  
He **must** live near here because he always walks to work.  
Come inside and get warm. You **must** be freezing out there.



## Getting started

A. Look at the pictures and say what happened.



B. Listen and sing.

I rise in the dawn, and I kneel and blow  
Till the seed of the fire flicker and glow;  
And then I must scrub and bake and sweep  
Till stars are beginning to blink and peep;  
And the young lie long and dream in their bed  
Of the matching of ribbons for bosom and head,  
And their youth goes over in idleness,  
And they sigh if the wind but lift a tress:  
While I must work because I am old,  
And the seed of the fire gets feeble and cold.



- W. B. Yeats

C. Remember a memorable event of your life and tell it to your friends.



## Reading I

- Who are the people in the second picture?
- Are they Hindus or Muslims?
- What is the man in the third picture doing?

### Umar in Disguise

When Abu Bakr died, Umar was elected as the second *Khalifah*, the ruler of the vast Muslim Empire. He was a tall, well-built man with a fair **complexion**. He was a good speaker, a



just ruler and was very strict in discipline. He was a man of simple habits. Being a ruler, he handled vast **treasures** of gold, silver, jewels and valuable items. He was the first ruler to establish the administrative system in the country. He would visit the families of those who were serving in the cause of Allah and were away from home. He supplied daily needs for them, wrote letters for them and even delivered their letters personally. He was very **anxious** to know about the condition of his people. So he would go about **unattended** in the dark to find out their **plight**.

On one occasion, when he was walking in the dark, he heard some children crying. Attracted by the sound, he went to the hut. He saw a woman sitting before a fire. It appeared that the woman was cooking something, while her small children sat crying. It was late for the children to have their meal.

Umar stepped up to the woman and inquired, “What is in the pot on the fire?”

She explained that she had no food to give to her children. So, she had placed the pot full of water and stones on the fire in order to give them the impression that the food would be ready.

Umar was **distressed** to hear this. He hurried back to the State Store, picked up a bag of flour, meat, cooking oil and rushed back to the hut. His servant begged him to let him carry the load, but he refused saying, “It is my responsibility. You would not carry my burden.”



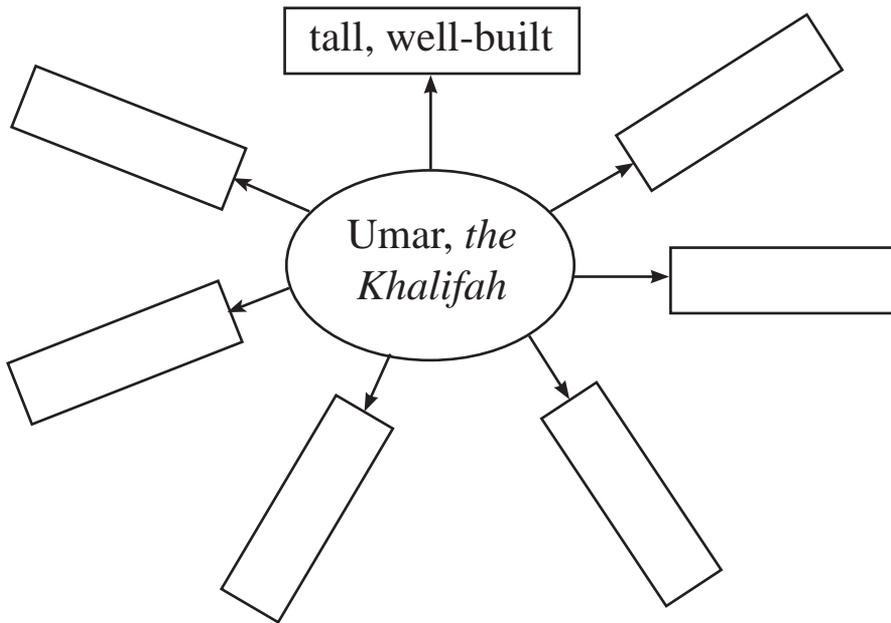
Arriving at the hut, he gave the things to the woman and told her to prepare a meal. In the meantime, the children had gone to sleep tired. Umar waited till the meal was ready and the children were awakened and fed. The woman thanked him for his kindness. She said, “It would be far better if you were the *Khalifah* of the Muslims, rather than that wretched Umar who is not aware of the condition of his people.”



Umar said, “Well mother, Umar may not be so bad after all,” and departed.

(Adapted from *Stories from Early Islam*)

**A. Complete the character map of Umar.**



**B. Who said these to whom? Write.**

- "What is in the pot on the fire?"
- "You would not carry my burden on the Day of Judgment"
- "It would be far better if you were the *Khalifah* of the Muslims."
- "Umar may not be so bad after all."

**C. Answer the following questions.**

- What did he manage after becoming the ruler?
- What did he do to know the condition of his people?
- Why were the children in the hut crying?
- Why was the woman cooking stones?
- Why did Umar return to the state store?

**D. Do you think Umar is a good ruler? Why? Give your reasons.**



## Speaking

### A. Act out the following conversation.

Sumi : Hi, Saroj!

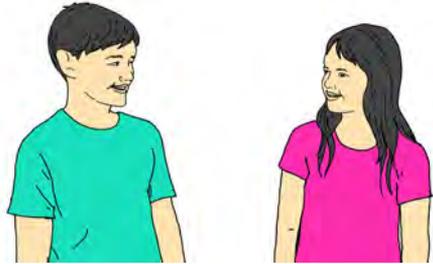
Saroj : Hello Sumi! What did you do yesterday evening?

Sumi : I visited a park.

Saroj : Wow! Who did you go there with?

Sumi : I went with my parents. Didn't you do anything yesterday?

Saroj : I just watched a movie. It was interesting.



### B. Work in pairs. Take turns to ask and answer about what you did the day before. You can use the following clues.

- a. went to a stationery and bought some balloons and chart paper/with brother
- b. completed a project work/alone
- c. played football/with friends
- d. drew picture of a mountain/with sister
- e. went to the theatre/with friends
- f. worked in the field/with father
- g. did a painting/alone
- h. drew a picture/alone
- i. went to the cinema/with my sister



## Listening

### A. Look at the picture and answer the questions.

- What are the women doing?
- Which place in Nepal is famous for it?
- How often do you drink tea at home?



### B. Listen to the recording and write 1-6 to show the process of



### C. Your brother followed the same process to prepare tea yesterday. Now, tell your friends how he prepared the tea.



## Grammar

### A. Study the following sentences.

I **bought** a story book last week.

She **had gone** home before I **reached** there.

They **played** well and won the match yesterday.

She **was drawing** a picture when I met her.

They **were dancing** beautifully when we reached there.

The children **had gone** to sleep tired before the meal.

**B. Read the story ‘Umar in Disguise’ and underline all the verbs in simple past, past continuous and past perfect.**

**C. Complete the following sentences using simple past or past continuous form of the verbs in brackets.**

- a. The teacher ..... (**tell**) us a story yesterday.
- b. They saw me while I ..... (**come**) home from school.
- c. My sister ..... (**give**) me a colour box yesterday.
- d. Manju ..... (**watch**) a movie when I reached her house.
- e. Suman ..... (**say**) that he was not feeling well yesterday.
- f. Phurba ..... (**start**) studying in this school last year.
- g. We ..... (**play**) table tennis when there was a heavy rainfall yesterday.
- h. Can you tell me how many of you ..... (**be**) there?



## Reading II

- a. What are the people in the picture doing?
- b. Can you guess the name of the festival?

### Sakela Sili at Tundikhel

The very early morning in the month of Mangsir, Binda called me over the phone, “Shital, what time will you be ready? I will come to you and we will go together, ok?” “At nine,” I randomly **replied**. I was actually very **excited**, for I was attending the *Sakela Sili* festival at Tundikhel for the first time.

Exactly at 9:30, we, Binda and me, reached Tundikhel. The place

was beautifully **decorated**. Though *Ubhauri* is the festival of *Kirant* community, people from different communities were there to watch the **celebration**. At the centre, a **shrine** was constructed which was decorated with cultural **props**.



After sometime, the main **priest**, *Nakso*, performed a **ritual** where a hen was **sacrificed** in a **sacred** place called *Sakela Than*. *Sakela Than* is usually built under a sacred tree.

After the completion of the **Pooja**, *Nakso* gave a **signal** to perform the dance. He started dancing and asked others to dance. A large mass of people of different ages in traditional dresses **performed** the dance together in a circle. The male leader known as *Silimangpa* and the female leader, *Silimangma* **controlled** the dance. *Silimangpa* and *Silimangma* guided the dance **accompanied** by the musical instruments, *Dhol* and *Jhyamta*.

*Nakso* **narrated** the verses from the **holy** *Mundhum* and told all the stories through the dance how their **ancestors** travelled through the Dudh Koshi, the Sun Koshi, and the Tama Koshi and finally settled on the bank of the Bhote Koshi river. They danced beautifully **imitating** the steps of duck, river bird, black bird, deer and musk deer.

It was my first participation in the festival after I came to Kathmandu. I enjoyed it a lot. We danced almost the whole day there because *Sakela* is our cultural performance. It **represents** the history, culture and identity of **Kirant** people. I found myself happy to be a part of such culture.

**A. What do the words in Column A refer to? Match them with the definitions in Column B.**

Column A	Column B
a. Ubhauri	i. the main priest
b. Nakso	ii. a holy book
c. Silimangpa	iii. a festival of Kirant community
d. Silimangma	iv. a sacred place
e. Dhol	v. the male leader
f. Mundhum	vi. the female leader
g. Sakela Than	vii. a musical instrument

**B. Answer the following questions.**

- What time did Binda and Shital reach Tundikhel?
- What is the name of the sacred place?
- Which musical instruments are played during the dance?
- Who controls the dance?

**C. What do you think are the interesting features of Sakela Sili? Talk to your friends.**



**Writing**

- How did you celebrate your birthday last time? Try to recall and write a short paragraph on what happened on the day.**
- Write a short story using the following outline. Suggest a suitable title too.**

An old man ..... three sons ..... about to die .....  
calls his sons to give advice ..... asks to bring sticks .....

gives them sticks ..... asks the eldest son to break .....  
 unable to break ..... asks another son to break .....  
 unable to break ..... asks another son to break .....  
 unable to break ..... old man asks to work together and try  
 once .....easily break it .....

Moral: Unity is strength.



## Project work

Draw a set of pictures for the story ‘Umar in Disguise’. Retell the story with the help of the pictures.



## Extra bit: Consonants

There are 24 consonant sounds in most English accents, conveyed by 21 letters of the regular English alphabet (sometimes in combination, e.g., ch and th).

Sound	Examples	Sound	Examples
/p/	pair, appear, stop	/ʃ/	shoes, machine, cash
/b/	black, about, cab	/ʒ/	genre, pleasure, garage
/t/	tea, stale, rent	/h/	horse, behind, -
/d/	drink, reading, need	/tʃ/	church, teacher, speech
/k/	car, ranks, pack	/dʒ/	job, wages, page
/g/	game, agree, bag	/m/	mat, camera, rum
/f/	phone, afford, stuff	/n/	nose, honey, cone
/v/	van, fever, pave	/ŋ/	-, think, sing
/θ/	throne, anything, moth	/l/	lanky, selfish, school
/ð/	this, mother, breath	/r/	rat, carrot, -
/s/	state, mistake, yes	/w/	water, underwear, -
/z/	zoo, easy, choose	/j/	yellow, kayak, -



## Getting started

A. Look at the pictures and say why they are so surprised.



B. Listen and sing.

Surprised by joy- impatient as the Wind  
I turned to share the transport- Oh! With whom  
But Thee, long buried in the silent Tomb,  
That spot which no vicissitude can find?



Love, faithful love, recalled thee to my mind-  
But how could I forget thee? -Through what power,  
Even for the least division of an hour,  
Have I been so beguiled as to be blind

-William Wordsworth

C. Now tell your friend about any surprising event you have faced.



## Reading I

- How does the old woman look?
- What is he doing?
- Do you believe in palm reading? Why?

### A Palm Reader

A few years ago, while I was on holiday in the Himalayas, I stopped for the night in a small village. It was a poor place and there was no **proper** hotel, but the owner of a restaurant **offered** me a bed for the night.



“Please wait here,” he said, pointing to a table just outside his restaurant, “while I prepare your room.” It was a beautiful evening. The sun was setting behind the dark mountains and the stars were just beginning to come out. The villagers were lighting fires and the stars were just beginning to come out. The villagers were lighting fires for their evening meals and there was a **pleasant** smell of wood smoke in the air.

Then I **noticed** that I was no longer alone. Someone was sitting at the table beside me. It was an old man with a long white beard. His clothes were dirty and almost in **rags**.

“What do you want?” I asked. “Let me tell your **fortune**, sir”, he said. I laughed. “I don’t believe in that sort of thing,” I told him. All the same, the old man took hold of my hand. “I can tell you your future,” he said. I tried to take my hand away, but the old man **held** on to it, gently but very **firmly**.

“Very well,” I said. “But first of all tell me about my past. If you can tell me about that, I’ll let you tell me about the future too.” The old man looked hard at my hand for a long time without speaking. I smiled to myself. “He can’t do it,” I thought.

Then, in a low soft voice, the old man began to tell me about my childhood. He talked about my family and the town I used to live in. He went on to tell me about my life in different parts of the world.

Every word he said was true! “Stop!” I said. “How can you know all these things?” “I know about the past and the present,” the old man replied. “And I also know about the future. Are you ready to hear about your future too?”

I **hesitated**. Did I really want to know?

Just at that moment, the owner of the restaurant came out. “Your room is ready now, sir,” he said. “Oh! I thought I heard voices. Were you talking to someone?”

I looked around. The old man was not there. “Yes,” I said. I described the old man. “Oh, him!” the owner of the restaurant said. “That’s the village **lunatic**. He thinks he can tell people’s fortune.

**A. Find the words from the story for these meanings.**

- a. good
- b. saw
- c. old and torn

- d. chance or luck
- e. caught
- f. waited
- g. mentally ill

**B. Choose the right answer.**

- a. The traveller was looking for:
  - i. somewhere to sleep.
  - ii. something to eat.
  - iii. something to do.
- b. The traveller sat outside because:
  - i. he was waiting for his room.
  - ii. it was a pleasant evening.
  - iii. the restaurant was small.
- c. The old man wanted to talk about:
  - i. the village.
  - ii. money.
  - iii. the traveller's future.
- d. The traveller asked to hear about his past life because:
  - i. he did not believe in the old man.
  - ii. he did not want to know about his future.
  - iii. it was interesting.
- e. What the old man told the traveller was:
  - i. funny.
  - ii. correct.
  - iii. different.
- f. When the old man wanted to talk about the traveller's future, the traveller:
  - i. was afraid.
  - ii. could not speak.
  - iii. could not decide.
- g. The owner of the restaurant thought that the old man was:
  - i. clever
  - ii. mad
  - iii. unhappy

C. Was the old man mentally ill? What do you think? Give your opinion.



## Speaking

A. Act out the following conversations.

Pasang : Hello, Sabina! Have you heard that tomorrow is a holiday?

Sabina : Hurray! Thank you for such a good news!

Pasang : You are welcome.



Rina : Hello, Bipin! Have you heard that our team lost the match?

Bipin : Oh, no ! It's a bad luck!

Rina : I am also shocked.



B. Work in pairs. Express surprise in the following situations.

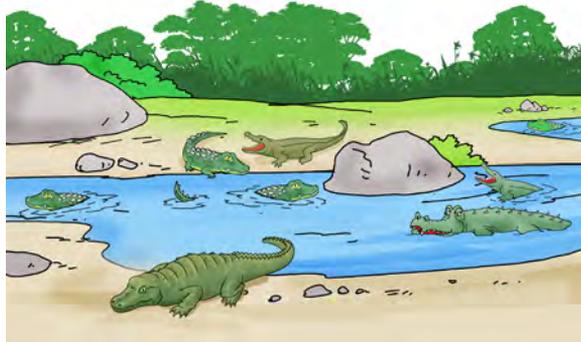
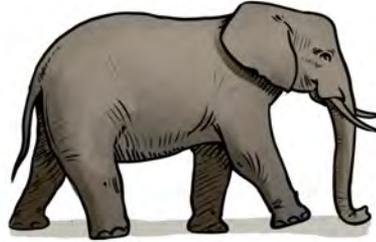
- Somebody told you that you have won a lottery.
- You heard that your name was announced as the winner in an art competition.
- The head teacher announced that grade six students would be taken to an exhibition.
- You heard that one of your relatives is taken to a hospital after a road accident.
- Somebody told you that there was a plane crash and 15 passengers were killed.



## Listening

### A. Look at the pictures and answer these questions.

- What do you see in the pictures?
- Which place in Nepal is famous for one-horned rhinoceros?



### B. Listen to the recording and complete the sentences with correct words.

- Suman is talking to ..... about his visit to Chitwan.
- Suman's ..... home is in Chitwan.
- Suman is sure that Shanta will also ..... if she gets a chance to visit Chitwan.
- Shanta will talk to her ..... to plan for winter vacation.

### C. Listen to the recording and answer the questions.

- When did Suman go to Chitwan?
- Which two places did they visit in Chitwan?

- c. Has Shanta ever been to Chitwan?
- d. When will Shanta go to Chitwan?

**D. Can you recall some information about Chitwan National Park? Talk to your friends.**

**G Grammar**

**A. Study the following sentences.**

I **went** to school yesterday.

She **gave** me a book.

She **was watching** TV at this time yesterday.

She **was dancing** when I saw her.

The patient **had died** before the doctor **came**.

The thief **had run** away before the police **came**.

**B. Underline the verbs in the following sentences.**

- a. My father was cooking rice.
- b. They built this hospital two years ago.
- c. My mother was preparing breakfast when I called her.
- d. The bus had already left the station.
- e. We went to the cinema last night.
- f. My mother had written many books.
- g. Columbus discovered America on August 3, 1492.

**C. Choose the correct verb forms to complete the sentences.**

- a. My father ..... (published/was publishing/had published) this book last year.
- b. She ..... (was washing/washed/had washed) her clothes when I called her.

- c. I ..... (had already finished/was already finishing/already finished) my work when my friends came to meet me.
- d. I saw her sister while I ..... (was going/went/had gone) to school.
- e. We ..... (heard/were hearing/had heard) a strange noise, didn't we?
- f. He ..... (was doing/did/had done) homework when I went to meet him at his house.
- g. Her husband ..... (came/was coming/had come) home last night.
- h. I ..... (did not see/had not seen/was not seeing) you yesterday. Where were you?
- i. They ..... (went/was going/had gone) home after they had finished their work.
- j. The music suddenly stopped while he ..... (danced/ was dancing/had danced).



## Reading II

- a. Who are the people in the picture?
- b. What is the man buying?

Customer : Good afternoon. Can you make up this **prescription**?

Chemist : I wonder if you could come back at 3 o'clock, sir. I'll keep the whole thing ready.

Customer : I'm afraid I can't wait



till three. My wife has a stomach-ache. Why don't you give me these **drugs** now?

Chemist : All right, I will. It might still take me about half an hour to make it up. You could take your seat there and wait.

Customer : I'd rather go home and come back later.

Chemist : As you wish. But let me first look at, the whole prescription. I want to make sure that I have all the drugs. Oh, I'm sorry. This one at number three is not **available**. In fact, it's been **out of stock** in the whole market for quite some time.

Customer : Bother! What do I do now? What about giving me another drug with the same **formula**?

Chemist : Well, I do have another one. But I can't sell any drug without a doctor's prescription.

Customer : Even in an **emergency**?

Chemist : I'm sorry. Under no **circumstances**. But if I were you, I'd ring up the doctor and ask him about an **alternative**. You could use my telephone.

Customer : Yes, that's a good idea! Thank you so much. I'll call him right away.

**A. Match the words/phrases in column A with their meanings in column B.**

Column A	Column B
a. make up	i. serious situation needing immediate attention
b. out of stock	ii. chemicals composing a medicine
c. formula	iii. telephone
d. call	iv. prepare
e. emergency	v. not available
f. alternative	vi. available as another possibility or choice.

**B. Answer the following questions.**

- a. Is the customer a man or a woman?
- b. Who is the prescription for?
- c. What is wrong with the customer's wife?
- d. Does the chemist have all the drugs?
- e. What does the chemist suggest the doctor at the end?



**Writing**

**A. Choose the correct expression from the box and complete the dialogue.**

- Is there any chance of an appointment with Dr. Singh today?
- But, he might be able to see you at 5 pm.
- I had my teeth filled by Dr. Singh two weeks ago.
- that would be great.
- What the problem is

A : Hello, No Pain Dental Home. How can I help you?

B : Hello. ....

A : Could you tell me exactly .....?

B : Yeah, ..... Now, it is broken, and it's really, really uncomfortable.

A : Well, let me see. Dr. Singh is very busy today. ....  
Is that ok?

B : Any earlier?

A : Yes, if he comes early, he'll be here at 3:00 pm.

B : Oh, .....

A : Could I take your name please?

B : Yes, it is Simran.

A : Thank you Simran. See you at 3:00 pm.

**B. Compose a dialogue between you and your friend talking about your plan to visit Lumbini.**



### Project work

Find one of the discoveries of modern science. Prepare a short report and present it to the class.



### Extra bit: Vowels

There are twenty vowels in English. When the symbol ‘:’ follows a vowel symbol, it means that the vowel is pronounced longer.

Sound	Examples	Sound	Examples
/e/	went, intend, send, letter	/ɜ:/	curve, herd, bird, serve
/æ/	cat, hand, nap, flat, have	/i:/	he, see, keep, she
/ʌ/	fun, love, money, come	/aɪ/	cry, like, bright, lime
/ʊ/	put, look, cook, book	/eɪ/	bake, rain, eight, break
/ɒ/	top, watch, god, spot	/əʊ/	go, loan, slow, though
/ə/	alive, again, mother	/aʊ/	bound, brown, now, house
/ɑ:/	calm, palm, start	/eə/	pair, stare, care, hair
/ɪ/	pit, bin, fill, will	/ɪə/	career, here, near, year
/ɔ:/	saw, fall, wall, dawn	/ɔɪ/	boy, toy, coin, foil
/u:/	you, who, shoe, cool	/ʊə/	tourist, usual, jury, lure



## Getting started

A. Look at the pictures and ask and answer questions.



B. Listen and sing.

Silly fox! Silly fox! **Where** do you live?  
**What** are your foods and **when** do you sleep?  
**What** does your daughter do, **what** does your son?  
 Always here always there, **why** do you run?



**Where** are your parents and **where** are your friends?  
**How** do you help them, **when** there is rain?  
 You always look lonely, always in tense.  
 Are tigers, monkeys, ducks, hens, not your friends?

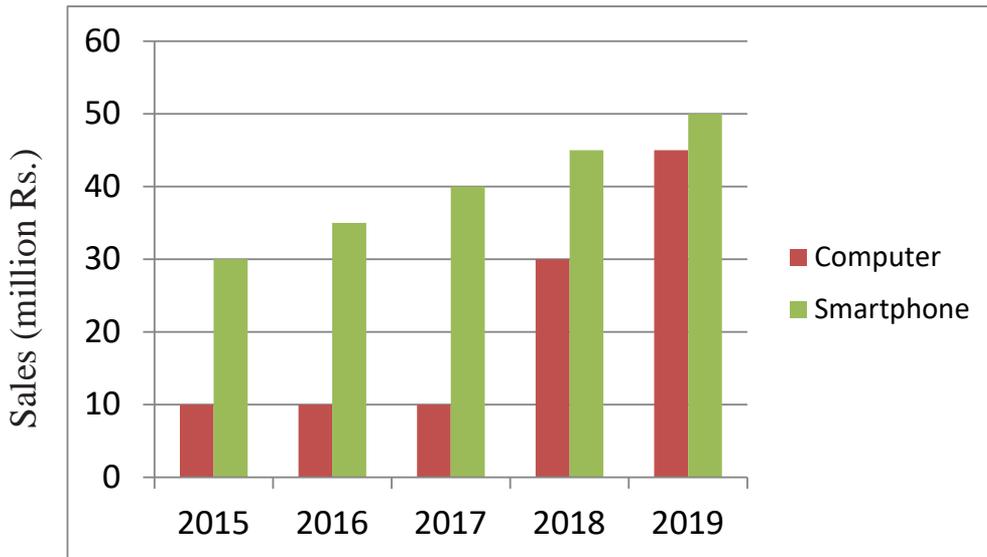
C. Work in groups. Talk about your family. Try asking for and giving information and reasons.



## Reading I

- What is the picture called?
- What do the bars represent?

### Expenditure on Computers and Smartphones



The chart shows the amount of money people from Kathmandu spent on computers and **smartphones** between the years 2015 to 2019.

According to the chart, there were upward trends in spending on both items. Smartphone sales increased **steadily** by 5 lakhs each year. Computer sales remained constant at 10 million until 2017 and then increased **dramatically**, reaching 45 million rupees in 2019.

People's total **expenditure** on these **electronic** devices rose dramatically in this period. The total amount was 40 million rupees in 2015 and it went up to 95 million rupees in 2019.

Overall, the sales of both of these items grew, but smartphone sales

grew more quickly. If these **trends** continue, we can expect computer sales to overtake smartphone sales in 2020 or soon after.

**A. Complete the sentences with the correct words/phrases from the box.**

overtake	grew	increased dramatically
increased steadily	in this period	remained constant

- Smartphone sales ..... during the five years.
- Computer sales ..... until 2017.
- In 2018 and 2019, computer sales .....
- People's total spending on these electronic devices rose dramatically .....
- Overall, the sales of both items .....
- If these trends continue, we can expect computer sales to ..... smart phone sales in 2020.

**B. Answer the following questions.**

- What does the chart show?
- How much money did people spend on computers in the year 2015?
- What was the total money spent on smartphones in the year 2016?
- What was popular among people in Kathmandu in the year 2017?

**C. Do you think that smartphones are going to be popular in the coming years? Why? Talk to your friends.**



## Speaking

**A. Complete the questions below with the question words in the box. Work in pairs, take turns to ask and answer the questions.**

What	When	Where	Why	Who	Which	What kind
What time	How much	How many	How often	What		

- a. .... is your birthday?
- b. .... do you exercise?
- c. .... do you live?
- d. .... of music do you like?
- e. .... brothers and sisters do you have?
- f. .... are you going to do tomorrow?
- g. .... do you usually go to bed?
- h. .... do you live with?
- i. .... are you learning English?
- j. .... did you do yesterday?
- k. .... do you prefer, ice-cream or cake?
- l. .... coffee do you drink a day?

**B. Read the statements and ask questions to your friends.**

- a. Mt. Everest is the tallest mountain in the world.
- b. WHO stands for World Health Organization.
- c. I went to Kathmandu to buy a book.
- d. She didn't speak to me because she was angry.
- e. The Karnali is the longest river in Nepal.
- f. They help each other because they are very close friends.



## Listening

### A. Look at the pictures and answer these questions.

- Have you ever visited these places?
- How can the girl reach to these places?



### B. Listen to the recording and answer the questions.

- Where is the clinic?  
It is next to the .....
- Where is the futsal?  
It is past the .....
- Where is the ATM?  
It is in the ....., next to futsal.
- Where is the post office?  
It is next to the .....
- Where is the museum?  
It is opposite to the ....., right on the corner.

**C. Listen to the recording again and write True or False.**

- a. The girl is visiting the place for the first time.
- b. There is an ATM in the bank.
- c. The museum is next to the post office.

**D. Work in pairs. Take turns to give directions to get to your home from school.**



## Grammar

**A. Study the following sentences.**

She lost her yellow pen. (which question)

Which pen did she lose?

They play volleyball. (what question)

What do they play?

Supriya lives in Janakpur. (where question)

Where does Supriya live?

**B. Rearrange the words to make correct questions.**

- a. what doing are they?
- b. you up in the morning do get when?
- c. How you do name your spell?
- d. for what is homework?
- e. does Tim why handball like?
- f. like what do sports the girls?
- g. what friend have for lunch your did?
- h. stay Kevin long in Paris did how?
- i. the like what weather was?
- j. maths easy is thinks who?

**C. Make questions for the following statements as indicated in brackets.**

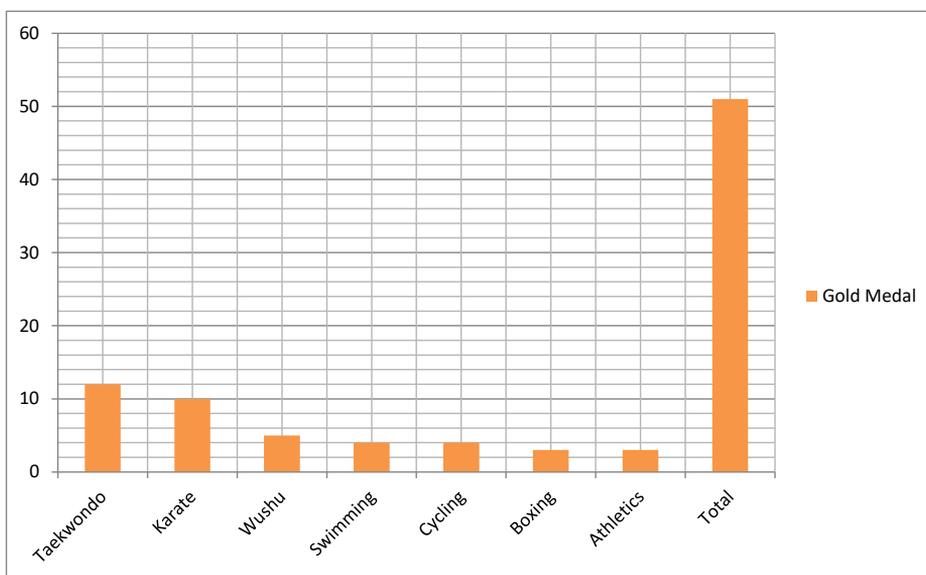
- a. Mr. Thapa lives in Sarlahi. (where)
- b. My father went to the bank to get some money. (why)
- c. She has brought a history book. (what)
- d. Sheela works at Mangal Bazar, Patan. (who)
- e. Subarna didn't go to school yesterday because it was raining. (why)
- f. Shakespeare was born in 1564. (when)
- g. She likes pizza. (what)
- h. My sister has won the gold medal. (what)
- i. She used her brother's mobile phone. (whose)



## Writing

**A. Study the given bar graph and write a description of it.**

**13<sup>th</sup> South Asian Games: Nepal's Medal Tally**



**B. Fill in the blanks with your own words and compose a poem.**

### My Good Friend

I have a friend ..... tall  
Who is ..... all  
S/he loves ..... me  
I also ..... free  
We ..... and read  
S/he ..... in need  
I feel ..... member  
I cannot ..... remember  
I am lucky ..... friend with me  
I take ..... family.

**C. Compose a simple poem of your own interest.**



### Reading II

- Do you recognize the girl in the picture?
- What is she famous for?

## Gaurika Bags Record Fourth Gold

KATHMANDU, Dec 10: Gaurika Singh added another gold to take her 13<sup>th</sup> South Asian Games (SAG) gold tally to four on the last day of the swimming competition at the 13<sup>th</sup> South Asian Games (SAG) in Lalitpur on Monday.

With this, she has become the only Nepali athlete to win four golds in a single Game. Only Taekwondo's Deepak Bista had won four SAG



golds, but no athlete had achieved the feat in a single tournament.

Singh won her fourth gold medal in the women's 100 metres freestyle event with a brilliant timing of 53.13 seconds. She defeated her closest competitor of India's Shivangi Sarma, who clocked 58.15 to win the silver.

Gaurika had earlier won the gold medals in 200 meters freestyle, 200 metres backstroke and 400 meters freestyle over the span of the last four days. She also won a bronze in 400 metres freestyle team event.

**A. Answer the following questions.**

- When is the news written?
- How many gold medals did Gaurika win?
- What is the full form of SAG?
- In which event did Gaurika win the fourth gold medal?
- List the name of the events in which Gaurika won the gold medals.

**B. Work in groups and prepare a short news of any function organized at your school.**



**Project work**

Find the number of boys and girls of each class of your school. Prepare a bar graph and display it in the class.



**Extra bit: Reflexive pronouns**

- I cut myself while I was cutting grass.
- My father cut himself while he was shaving.
- The old lady sat in a corner talking to herself.
- Don't get angry. Control yourself! (said to one person)
- If you want more to eat, help yourselves. (said to more than one person)
- The picnic was great. We enjoyed ourselves very much.

## Glossary

- Abide /ə'baɪd/ (v.): to accept or act in accordance with.
- Abuse /ə'bjʊ:s/ (n.): the use of something in a way that is harmful or morally wrong.
- Access /'ækses/ (v.): to be able to get to or get inside a place.
- Achievement /ə'tʃi:vmənt/ (n.) something very good and difficult that you have succeeded in doing.
- Addicted /ə'dɪktɪd/ (adj.): compulsively or physiologically dependent on something habit-forming.
- Aloud /ə'laʊd/ (adv.): in a loud noise.
- Alternative /ɔ:l'tɜ:nətɪv/ (adj.): something that you can use if you do not want to use another one.
- Altitude /'æltɪtju:d/ (n.): height above sea level.
- Amazing /ə'meɪzɪŋ/ (adj.): very surprising.
- Ancestor /'ænsesə(r)/ (n.) a person related to you who lived long time ago.
- Antique /æn'ti:k/ (n.): old and often valuable.
- Anxious /'æŋkʃəs/ (n.): eagerly desirous.
- Apologize /ə'pɒlədʒaɪz/ (v.) to tell someone that you are sorry for having done something that has caused problems or unhappiness for them.
- Apology /ə'pɒlədʒi/ (n.): the statement of saying sorry.
- Appeal /ə'pi:l/ (n.): a formal and polite request.
- Appearance /ə'piərəns/ (n.): an outlook or outward visible aspect of a person or thing.
- Appointment /ə'pɔɪntmənt/ (n.): a meeting with somebody arranged in advance.
- Apportion /ə'pɔ:ʃn/ (v.): to give or share out something.
- Apron /'eɪprən/ (n.): a piece of cloth worn over front of the body.
- Artificial Intelligence /,ɑ:tɪfɪʃl ɪn'telɪdʒəns/ (n.): the branch of computer science that deals with making computer programs that can solve problems creatively.
- Ashore /ə'ʃɔ:(r)/ (adv.): towards the bank of ocean.
- Assure /ə'ʃʊə(r)/, /ə'ʃɔ:(r)/ (v.): to tell someone confidently that something is true, especially so that they do not worry.
- Athlete /'æθli:t/ (n.): a person who is very good at sports or physical exercise, especially one who completes in organized events.
- ATM /,eɪ ti: 'em/ (n.): a machine in or outside a bank, shop, etc., from which you can get money from your bank account using a special plastic card (the abbreviation for 'automated teller machine' or 'automatic teller machine')
- Atmosphere /'ætməsfɪə(r)/ (n.): the mixture of gases around the earth.
- Attract /ə'trækt/ (v.): to pull or draw someone or something towards them, by the qualities they have, especially good ones.
- Available /ə'veɪləbl/(adj.): able to be bought or used.
- Band /bænd/ (n.): a group of musicians who play modern music together.
- Beast /bi:st/ (n.): a large and dangerous animal.
- Befall /bɪ'fɔ:l/ (v.): happen.
- Beguiled /bɪ'gaɪld/ (adj.): filled with wonder and delight.
- Benefit /'benɪfɪt/ (n.): a helpful or good effect, or something intended to help.
- Betray /bɪ'treɪ/ (v.): to hurt somebody who trusts you.

Blame /**bleɪm**/ (v.): to say or think that someone or something did something wrong or is responsible for something bad happening.

Blink /**blɪŋk**/ (v.): to shut the eyes briefly.

Blurring /**blɜːrɪŋ**/ (adj.): having difficulty to see clearly.

Bosom /**'bʊzəm**/ (n.): the breast or chest of a person.

Bray /**breɪ**/ (v.): to make the loud noise typical of a donkey.

Bulk /**bʌlk**/ (n.): a large quantity.

Calculator /**'kælkjuleɪtə(r)**/ (n.): a small electronic device that is used for doing calculations.

Castle /**'kɑːsl**/ (n.): a large building where the king or other great person resides.

Category /**'kætəgəri**/ (n.): a group of people or things with particular features in common.

Celebrate /**'selɪbreɪt**/ (v.): to take part in special enjoyable activities in order to show that a particular occasion is important.

Ceremony /**'serəməni**/ (n.): a formal event performed on a special occasion.

Chanting /**'tʃɑːntɪŋ**/ (n.): the act of singing in a monotonous tone.

Chaos /**'keɪɒs**/ (n.): a state of extreme confusion and disorder.

Chemist /**'kemɪst**/ (n.): the person who works with chemicals.

Chew /**tʃuː**/ (v.): to bite and grind the food with the teeth.

Chief /**'tʃiːf**/ (n.): head of a team, a group or an organization.

Circumstance /**'sɜːkəmstəns**/, /**'sɜːkəmstɑːns**/, /**'sɜːkəmstæns**/ (n.): a fact or event that makes a situation the way it is.

Closet /**'klɒzɪt**/ (n.): a small room or a space in a wall to store things.

Commemorate /**kə'meməreɪt**/ (v.): to mark by some ceremony or observation.

Commercial /**kə'mɜːʃl**/ (adj.): related to buying and selling things.

Competent /**'kɒmpɪtənt**/ (adj.): capable to do something.

Competition /**,kɒmpə'tɪʃn**/ (n.): a situation in which someone is trying to win something or be more successful than someone else.

Completely /**kəm'pliːtli**/ (adv.): totally, wholly, in every way or as much as possible.

Complexion /**kəm'plekʃn**/ (n.): a person's facial colour.

Considerate /**kən'sɪdərət**/ (adj.): kind hearted.

Contaminate /**kən'tæmɪneɪt**/ (v.) to make something less pure or make it poisonous.

Control /**kən'trəʊl**/ (v.): to order, limit, or rule something, or someone's actions or behaviour.

Convenience /**kən'viːniəns**/ (n.): the state of being easy.

Counsel /**'kaʊnsəl**/ (v.): to give helpful suggestions.

Court /**kɔːt**/ (n.): an area drawn out on the ground that is used for playing sports such as tennis and basketball.

COVID /**'kəʊvɪd**/ (n.): a disease caused by a coronavirus, especially Covid-19.

Crack /**kræk**/ (v.): to tell (a joke).

Crackling /**'krækɪŋ**/ (v.): making a sharp sound of snapping noises.

Cradle /**'kreɪdl**/ (n.): a baby bed with sides and rockers.

Critic /**'krɪtɪk**/ (n.): someone whose job is to give their opinion about something, especially films, books, music, etc.

Crow /krəʊ/ (v.): when a cock (=an adult male chicken) crows, it makes a very long and loud sharp cry.

Crystal /'krɪstl/ (adj.): transparent.

Curiosity /,kjʊəri'ɒsəti/ (n.): an eager wish to know or learn about something.

Decorate /'dekəreɪt/ (v.): arrange and make something good-looking by putting something like flowers.

Defeat /dɪ'fi:t/ (v.): to lose against someone.

Delicious /dɪ'lɪʃəs/ (adj.): having a very pleasant taste or smell.

Depart /dɪ'pɑ:t/ (v.): move away from a place to another place.

Dependent /dɪ'pendənt/ (adj.): needing the support of something or someone in order to continue existing or operating.

Diary /'daɪəri/ (n.): a book in which you record your thoughts or feelings or what has happened each day.

Disappeared /,dɪsə'piə(r)d/ (v.): not seen; became invisible or unnoticeable.

Disastrous /dɪ'zɑ:stɹəs/ (adj.): extremely bad.

Discount /'dɪskaʊnt/ (n.): a reduction in the selling price of something.

Disguise /dɪs'gaɪz/ (n.): an act of concealing the identity of something/somebody by modifying the appearance, dress, etc.

Distance /'dɪstəns/ (n.): the amount of distance between two people/places.

Distressed /dɪ'strest/ (adj.): upset or worried.

Distribute /dɪ'strɪbjʊ:t/, /'dɪstrɪbjʊ:t/ (v.) to give something out to several people, or to spread or supply something.

Dive /daɪv/ (v.): to jump into water.

Dramatically /drə'mætɪkli/ (adv.): suddenly or obviously.

Drug /drʌɡ/ (n.): any natural or artificially made chemical that is used as a medicine.

Dyke /daɪk/ (n.): a channel that carries water away from the land.

Dynamite /'daɪnəmaɪt/ (n.): a type of explosive.

Effect /ɪ'fekt/ (n.) the result of a particular influence.

Electronic /ɪ,lek'trɒnɪk/ (adj.): (of a device) having or using many small parts, such as microchips, that control and direct a small electric current.

Embrace /ɪm'breɪs/ (v.): to apply pressure on somebody tightly with arms, usually with fondness.

Emergency /ɪ'mɜ:dʒənsɪ/ (n.): serious situation needing immediate attention.

Empire /'empaɪə(r)/ (n.): a large covering territory.

Endangered /ɪn'deɪndʒəd/ (adj.): the situation in which one may soon no longer exist.

Enlightened /ɪn'laɪtnd/ (v.): got knowledge, wisdom and spiritual insight to end all confusion or ambiguity.

Epicentre /'epɪsɛntə(r)/ (n.): the point on the Earth's surface directly above the focus of an earthquake.

Equality /i'kwɒləti/ (n.): quality of being the same in quantity, measure, value or status.

Equipment /ɪ'kwɪpmənt/ (n): a tool for a particular purpose.

Escape /ɪ'skeɪp/ (v.): to get free from something or place.

Essential /ɪ'senʃl/ (adj): necessary or needed.

Establish /ɪ'stæblɪʃ/ (v.): to start a company or organization that will continue for a long time.

Exchange /ɪks'tʃeɪndʒ/ (v.): the act of giving something to someone and them giving you something else.

Excited /ɪk'saɪtɪd/ (adj.): excessively affected by emotion, became very happy.

Excitement /ɪk'saɪtmənt/ (n.): feeling of extreme happiness.

Exist /ɪg'zɪst/ (v): to be or to be real.

Expenditure /ɪk'spendɪtʃə(r)/ (n.): an amount of money spent.

Explosive /ɪk'spləʊsɪv/, /ɪk'spləʊzɪv/ (n.): substance that bursts.

Failure /'feɪljə(r)/ (n.): lack of success.

Fasting /'fɑ:stɪŋ/ (n.): a period of time when you eat no food.

Feat /fi:t/ (n.): something difficult needing a lot of skill, courage, etc. to achieve it.

Feeble /'fi:bl/ (adj.): weak; lacking strength.

Fence /fens/ (n.): a barrier that serves to enclose an area.

Firmly /'fɜ:mli/ (adv.): in a way that will not become loose.

Flat /flæt/ (n.): a set of rooms for living in that are part of a larger building and are usually on one floor.

Flow /fləʊ/ (v.): (especially liquid) to move in one direction, continuously and easily.

Foam /fəʊm/ (n.): a mass of air bubbles on the surface of liquid.

Forgiveness /fə'gɪvnəs/ (n.): an act of excusing others.

Fortune /'fɔ:tʃu:n/ (n.): wealth that one owns.

Frequently /'fri:kwəntli/ (adv.): many times at short intervals.

Frightened /'fraɪnd/ (adj.): strong fear or worry.

Fume /fju:m/ (n.): strong, unpleasant, and sometimes dangerous gas or smoke.

Fundamentals /,fʌndə'mentlz/ (n.): basic rules or principles.

Futsal /'fu:tsɔ:l/, /'fʊtsɔ:l/ (n.): a form of soccer (like football) played inside a closed compartment, with five players per team.

Gadget /'gædʒɪt/ (n.): a small device or a machine with a particular purpose.

Gang /gæŋ/ (n.): a group.

Geographical /,dʒi:ə'græfɪkl/ (adj.): relating to the geography of particular area or place.

Get rid of /get rɪd ɒv/ (phr.): to become free from, away from.

Giant /'dʒaɪənt/ (adj.): very big or tall.

Glimpse /glɪmps/ (n.): a quick look.

Gradually /'grædʒuəli/ (adj.): slowly over a period of time.

Grant /grɑ:nt/ (v.) to give or allow someone something, usually in an official way.

Grateful /'greɪtfl/ (adj.): showing thanks to somebody for doing something.

Grief /gri:f/ (n.): very great sadness.

Groan /grəʊn/ (n.): a deep, long sound showing great pain or unhappiness.

Grocery /'grəʊsəri/ (n.): a marketplace where groceries are sold.

Guilty /'gɪlti/ (adj.) feeling guilt.

Gullet /'gʌlɪt/ (n.): the tube that food travels down in the body from the mouth to the stomach.

Harm /hɑ:m/ (v.): to hurt or damage something.

Heating /'hi:tɪŋ/ (n.): the system that keeps a building warm.

Held /**held**/ (v., past form of hold): had something e.g., meeting.

Hernia /**'hɜ:nɪə**/ (n.): a medical condition in which an organ pushes through the muscle which surrounds it.

Hesitate /**'hezɪteɪt**/ (v.): to pause before you do or say something, often because you are uncertain or nervous about it.

Hiding /**'haɪdɪŋ**/ (n.): being/going somewhere where you cannot be found.

Holy /**'həʊli**/ (adj.): related to a religion or a god.

Humanity /**'hju:mænəti**/ (n.): understanding and kindness towards other people.

Hurl /**hɜ:l**/ (v.): to throw something with a lot of force, usually in an angry or violent way.

Imagine /**'ɪmædʒɪn**/ (v.): to form or have a mental picture or idea of something.

Imitate /**'ɪmɪteɪt**/ (v.): to copy the speech or behaviour, etc. of someone or something.

Immediately /**'ɪmi:diətli**/ (adv.): now or without waiting or thinking.

Immense /**'ɪmens**/ (adj.): extremely large in size or degree.

Impatient /**'ɪm'peɪʃnt**/ (adj.): restless.

Imprisonment /**'ɪm'prɪznmənt**/ (n.): the act of putting someone in prison.

Inclination /**,ɪnklɪ'neɪʃn**/ (n.): a feeling that you prefer or are more likely to do a particular thing.

Independently /**,ɪndɪ'pendəntli**/ (adv.): by oneself; without others' (or any external) help.

Infant /**'ɪnfənt**/ (n.): 0 to 1 year old baby.

Influence /**'ɪnfluəns**/ (v.): to have an effect on the way that somebody behaves/ thinks.

Inform /**'ɪn'fɔ:m**/ (v.): to tell someone about particular facts.

Inspect /**'ɪn'spekt**/ (v.): to look at something carefully in order to discover information.

Intellectual /**,ɪntə'lektʃuəl**/ (n.): a person possessing highly developed thinking power.

Internet /**'ɪntənət**/ (n.): the large system of connected computers around the world that allows people to share information and communicate with each other.

Intolerable /**'ɪn'tɒlərəbl**/ (adj.): hard to accept.

Invent /**'ɪn'vent**/ (v.): to design and/or create something that has never been made before.

Invisible /**'ɪn'vɪzəbl**/ (adj.): impossible to see.

Irritated /**'ɪrɪteɪtɪd**/ (adj.): angry or annoyed condition.

Keen /**ki:n**/ (adj.): wanting (to do) something very much.

Kindness /**'kaɪndnəs**/ (n.): the state of being kind.

Laboratory /**'lə'bɒrətɪri**/ (n.): the place where experiments are done.

Landmark /**'lændmɑ:k**/ (n.): an event marking a unique or important historical change.

Lawn /**lɔ:n**/ (n.): the ground covered with short green grass.

Longevity /**'lɒn'dʒevəti**/ (n.): the property of being long-lived.

Lunatic /**'lu:nətɪk**/ (n.): someone who behaves in a silly or dangerous way.

Magnificent /**'mæg'nɪfɪsnt**/ (adj.): very good, beautiful, or deserving to be admired.

Maintain /**'meɪn'teɪn**/ (v.): to continue to have.

Manufacture /**,mænju'fæktʃə(r)**/ (v.): to make/produce.

Masterpiece /**'mɑ:stəpi:s**/ (n.): an outstanding piece of work.

Medal /**'medl**/ (n.): a small metal disc, with words or a picture on it, given as a reward for winning a competition.

Meditate /'medɪteɪt/ (v.): to have deep concentration and thinking intently for spiritual purposes.

Melodious /mə'ləʊdiəs/ (adj.): sweet and pleasant tune.

Merchant /'mɜːtʃənt/ (n.): the person who buys or sells the goods.

Mill /mɪl/ (n.): a building where grain is crushed into flour.

Million /'mɪljən/ (adj.): amount of ten hundred thousand.

Miracle /'mɪrəkl/ (n.): an amazing or wonderful occurrence.

Mire /'maɪə(r)/ (n.): a soft wet area of low-lying land that sinks under foot.

Monasteries /'mɒnəstrɪz/ (n.): Buddhist religious places to worship Lord Buddha, the residence of Buddhist religious community.

Monument /'mɒnjumənt/ (n.): a structure erected to commemorate people or events.

Mosque /mɒsk/ (n.): a Muslim place of worship that usually has a minaret.

Multipurpose /,mʌltɪ'pɜːpəs/ (adj.): having several different uses.

Museum /'mjuːzi:əm/ (n.): a place where important scientific, historical, or artistic things are kept to display.

Musician /'mjuːzɪfn/ (n.): someone who is skilled in playing music, usually as a job.

Mystery /'mɪstri/ (n.): something strange or not known yet.

Nap /næp/ (n.): a short sleep (not usually in the bed).

Narrate /nə'reɪt/ (v.): to tell a story, often by reading aloud from a text, or to describe events as they happen.

National /'næʃnəl/ (adj.): relating to or typical of a whole country and its people, rather than to part of that country or to other countries.

Neglect /nɪ'glekt/ (v.): to give little or no attention to.

Nod /nɒd/ (v.): to move your head down and then up, sometimes several times, especially to show agreement, approval, or greeting.

Notice /'nəʊtɪs/ (v.): to see something or someone.

Oak /əʊk/ (n.): a large tree that is common in northern countries.

Obliged /ə'blaɪdʒd/ (adj.): to be forced to do something or feel that you must do something.

Occasion /ə'keɪʒn/ (n.): the time of a particular event.

Occupy /'ɒkjʊpaɪ/ (v.): to take control and/or possession of a place.

Offer /'ɒfə(r)/ (v.): to ask someone if they would like to have something.

Official /ə'fɪʃl/ (adj.): connected with or arranged by someone in a position of responsibility.

Opponent /ə'pəʊnənt/ (n.): a person who someone is competing against in a sports event.

Ore /ɔː(r)/ (n.): rock or soil from which metal can be obtained.

Outstanding /aʊt'stændɪŋ/ (adj.): clearly very much better than what is usual.

Overlook /,əʊvə'lʊk/ (v.): to fail to notice or consider something or someone.

Pass away /pɑːs ə'weɪ/ (phr.): to die.

Patent /'pætnt/, /'peɪnt/ (adj.): to have the ownership right of invention.

Peaceful /'piːsfl/ (adj.): quiet and calm.

Perform /pə'fɔːm/ (v.): to do an action or a piece of work.

Personnel /,pɜːsə'nel/ (n.): people who work for an organization.

Philosophy /fə'lɒsəfi/ (n.): a particular system of beliefs, values and principles.

Pity /'pɪti/ (n.): a feeling of sadness for someone else's difficult situation.

Playwright /'pleɪraɪt/ (n.): a person who writes plays or dramas.

Plead /pli:d/ (v.): to make an urgent, emotional statement or request for something.

Pleasant /'pleznt/ (n.): enjoyable, attractive, friendly, or easy to like.

Plight /plaɪt/ (n.): a difficult or painful situation.

Polar /'pəʊlə(r)/ (adj.): connected or near to north or south poles.

Pour /pɔ:(r)/ (v.): to make a substance flow from a container, especially into another.

Powerful /'paʊəfl/ (adj.): having a lot of power to control people or events.

Predict /'prɪ'dɪkt/ (v.): to say that an event or action will happen in the future.

Premises /'premɪsɪz/ (n.): the land and buildings owned by someone, especially by a company or organization.

Preparatory /'prɪ'pærətəri/ (adj.): done in order to get ready for something.

Prescription /'prɪ'skrɪpʃn/ (n.): the details of the medicine or drugs that someone needs.

Present /'preznt/ (n.): gift.

Prestigious /pre'stɪdʒəs/ (adj.): very much respected because of being important.

Priest /'pri:st/ (n.): a person who has been trained to perform religious duties.

Product /'prɒdʌkt/ (n.): something that is made to be sold.

Prohibited /prə'hɪbɪtɪd/ (adj.): restricted, not allowed.

Promise /'prɒmɪs/ (v.): to make commitment to do something.

Proper /'prɒpə(r)/ (adj.): suitable, correct.

Property /'prɒpəti/ (n.): an object or objects that belong to someone.

Proposal /prə'pəʊzəl/ (n.): a plan to do some task.

Prop /prɒp/ (n.): respect for someone.

Prosperity /prɒ'sperəti/ (n.): a state of economic growth and profit with good fortune.

Punishment /'pʌnɪʃmənt/ (n.): the act of punishing someone.

Quail /kweɪl/ (n.): a small brown bird, whose meat and eggs are used for food.

Queue /kju:/ (v.) to wait in a line of people.

Quietly /'kwaɪətli/ (adv.): peacefully, without making noise.

Radiation /,reɪdɪ'eɪʃn/ (n.): a form of energy that comes from a nuclear and that can be very dangerous to health.

Rag /ræg/ (n.): torn piece of old cloth.

Rally /'ræli/ (n.): a rally is a period during which a team scores a lot of runs (=points), esp. when it has been losing.

Ramadan /'ræmədæn/ (n.): period of a month long dawn-to-dusk fasting of Muslims community.

Rare /reə(r)/ (adj.): not common, difficult to find.

Receive /rɪ'si:v/ (v.): to get something.

Recite /rɪ'saɪt/ (v.): to say a piece of writing aloud from memory.

Recreation /,ri:kri'eɪʃn/ (n.): amusement, refreshment, fun.

Recycle /,ri:'saɪkl/ (v.): to treat rubbish in order to treat it and produce useful materials that can be used again.

Reduce /rɪ'dju:s/ (v.): to decrease the quantity or amount.

Release /rɪ'li:s/ (v.): to give freedom for someone or something.

Relief /rɪ'li:f/ (n.): a feeling of happiness that something unpleasant has not happened or has ended.

Reply /rɪ'plɑɪ/ (v.): to answer.

Report /rɪ'pɔ:t/ (v.): to give a description of something or information about it to someone.

Represent /,reprɪ'zent/ (v.): to speak, act, or be present officially for another person or people.

Resemble /rɪ'zembl/ (n.): appear like; be similar or bear a likeness to.

Responsibility /rɪ'spɒnsə'bɪləti/ (n.): something that it is your job or duty to deal with.

Ritual /'rɪtʃuəl/ (n.): a set of fixed actions and sometimes words performed regularly, especially as part of a ceremony.

Roaming /'rəʊmɪŋ/ (v.): moving here and there.

Roar /rɔ:(r)/ (v.): make a loud noise, as of an animal.

Robot /'rəʊbɒt/ (n.): a machine designed to look and function like a human being.

Rose /rəʊz/ (n.): a flower plant with thorns on its stems and pleasant-smelling flowers, or a flower from this plant.

Route /ru:t/ (n.): a particular way or direction between places.

Royal /'rɔɪəl/ (n.): belonging or connected to a king or queen or a member of their family.

Rub /rʌb/ (v.): to move over something with pressure.

Ruined /'ru:ɪnd/ (adj.): destroyed.

Sacred /'seɪkrɪd/ (adj.): considered to be holy and deserving respect, especially because of a connection with a god.

Sacrifice /'sækrɪfaɪs/ (v.): to give up something that is valuable to you.

Scare /skeə(r)/ (v.): to cause fear in.

Scattered /'skætəd/ (adj.): covering a large area.

Scrub /skrʌb/ (v.): to rub something hard in order to clean.

Sensible /'sensəbl/ (adj.): correct and meaningful.

Shade /ʃeɪd/(n.): slight darkness caused by something blocking the direct sunlight.

Shattered /'ʃætəd/ (adj.): destroyed something completely.

Shiver /'ʃɪvə(r)/ (v.): to shake slightly because of the cold or illness etc.

Shot /ʃɒt/ (v.): past form of shot: to fire a bullet or an arrow.

Shrine /ʃraɪn/ (n.): a place of worship that is holy because of a connection with a holy person or object.

Signal /'sɪgnəl/ (n.): an action, movement or sound that gives a message.

Silly /'sɪli/ (adj.): foolish.

Smartphone /'smɑ:tʃəʊn/ (n.): a mobile phone that can be used as a small computer and that connects to the internet.

Smash /smæʃ/ (n.): the act to hit something e.g., a ball in volleyball.

Snarl /sna:l/ (v.): to make a deep, rough sound while showing the teeth, usually in anger.

Solitude /'sɒlətju:d/ (n.): the state of being alone.

Solve /sɒlv/ (v.): to find an answer to a problem.

Sorrow /'sɒrəʊ/ (n.): a feeling of great sadness.

Stab /stæb/ (v.): to injure someone with a sharp pointed object such as a knife.

Starve /**stɑ:v**/ (v.): to go without food for longer time because of food crisis.

Steadily /**'stedəli**/ (adv.): gradually and in an even and regular way.

Stock /**stɒk**/ (n.): a supply of something for use or sale.

Stirring /**'stɜ:riŋ**/ (adj.): approving.

Strange /**streɪndʒ**/ (adj.): not common.

Stumble /**'stʌmbl**/ (v.): to step awkwardly while walking and fall or begin to fall.

Submit /**səb'mɪt**/ (v.): to give something to someone for making decision by others.

Suddenly /**'sʌdnəli**/ (adv.): quickly and unexpectedly.

Suffer /**'sʌfə(r)**/ (v.): to experience physical or mental pain.

Suggest /**sə'dʒest**/ (v.): to mention an idea for other people to consider.

Suitable /**'su:təbl**/ (adj.): acceptable or right for someone or something.

Surprise /**sə'praɪz**/ (n.): sudden feeling of wonder or astonishment.

Swiftly /**'swɪftli**/ (adv.): quickly or immediately.

Switch /**swɪtʃ**/ (n.): a device used to turn on and off the electrical equipment.

Tally /**'tæli**/ (n.): a record or count of a number of things.

Target /**'tɑ:ɡɪt**/ (n.): a level or situation that you intend to achieve.

Terrified /**'terɪfaɪd**/ (adj.): very frightened.

Thirsty /**'θɜ:sti**/ (adj.): desire to drink water.

Threat /**θret**/ (n.): danger.

Tiny /**'taɪni**/ (adj.): very small.

Touchscreen /**'tʌtʃskri:n**/ (n.): a computer/mobile screen that you touch to get information.

Tournament /**'tuənəmənt**/, /**'tɔ:nəmənt**/ (n.): a competition in sports with series of games.

Toxic /**'tɒksɪk**/ (adj.): poisonous.

Treasure /**'treʒə(r)**/ (n.): wealth in the form of money or jewels etc.

Tremble /**'treɪmbl**/ (v.): to shake slightly because you are cold or frightened or emotional.

Trend /**trend**/ (n.): a general direction in which a situation is changing or developing.

Unattended /**ʌnə'tendɪd**/ (adj.): not being taken care of.

Unbroke /**ʌn'brəʊk**/ (adj.): not broken.

Unseen /**ʌn'si:n**/ (adj.): not seen or not able to be seen.

Upset /**ʌp'set**/ (adj.): sad.

Urine /**'jʊərəɪn**/, /**'jʊərəɪn**/ (n.): the yellowish liquid waste that is released from the body when you urinate.

Vicissitude /**vɪ'sɪsɪtju:d**/ (n.): a variation in circumstances or fortune at different times in your life or in the development of something.

Whitewash /**'waɪtwɒʃ**/ (v.): to paint with white colour made of lime and water.

Wipe /**waɪp**/ (v.): to remove liquid from ears.

Woe /**wəʊ**/ (n.): intense mournfulness.

Worship /**'wɜ:ʃɪp**/ (v.): to show devotion to, and pray for.

Wren /**ren**/ (n.): a very small brown bird.